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ABSTRACT

Providing both educational and social experiences for trainable mentally retarded (TMR) children, the curriculum guide covers three educational levels: primary (6-8 year olds), imtermediate (8-13 year olds), and secondary (13-21 year olds). Indicated in chart format for each general area of instruction are specific behavioral objectives, experiences and activities to achieve those objectives, and suggested instructional materials and resources. General areas covered in the primary curriculum are social skills, self care skills, gross and fine motor skills, auditory perception, language arts, math, music, and art. The intermediate curriculum includes communication skills, personal and social competence, physical development, economic usefulness, safety, recreation, manners and morals, and self help skills. Covered in the secondary curriculum are motor skills, safety and self care, social skills, language and communication, functional math, vocational skills, recreation, and aesthetic appreciation. Evaluation charts conclude each of the three levels. (KW)

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A Curriculum Guide for . . .

Trainable Mentally Retarded Children

Pennsylvania Department of Education 1972

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Curriculum Guide for the Trainable Mentally Retarded

in Primary, Intermediate and Secondary Curricula

This curriculum guide was prepared by Duquesne University and represents an endeavor encompassing results of three years of summer traineeship programs sponsored by the university and funded by the Department of Education Federal funds Part D, P.L. 91-230. It is being distributed to selected educators in the field of Special Education for information and possible use in structuring programs for trainable mentally retarded children. No further distribution will be made, nor will additional copies be disseminated from the Department of Education.

Pennsylvania Department of Education 1972

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Foreword

For the past three summers (1969, 1970, and 1971), Duquesne University has been privileged to offer an Institute for Teachers of Trainable Children. This educational endeavor has been made possible by a series of federal grants from the Pennsylvania Department of Education under Part C, Public Law 91-230 as amended. Nearly one-hundred students have participated in these Institutes which have been concerned with the very important and frequently-neglected aspect of mental retardation—the education of trainable children. This Guide, which has been developed by faculty and students at Duquesne University as a result of the combined Institutes, will hopefully be shared with teachers and others who have an interest in this aspect of Special Education.

We are most indebted to the professional personnel of the Bureau of Special Education at the State Department and thank them for their leadership and assistance in the development of the Institutes. Most particularly, we express our appreciation to Dr. William F. Ohrtman, Director of Special Education, to the late Vera Fairer, to Marion Lohr, formerly with the Bureau of Special Education, and to Joseph N. Lantzer and Russell P. Demanczyk, program supervisors within the Bureau of Special Education.

Preface

For many years the child diagnosed as mentally retarded trainable has missed many invaluable opportunities that could and should have provided the necessary educational and social experiences which would have made him a more productive, self-reliant and independent contributor to society.

To increase the educational and social experiences of the mentally retarded trainable, and to provide a systematic approach in curriculum planning, the preparation and publication of this guide was undertaken.

Many discussions of information, involvement in research activities, and the implementation of suggestions identified as extremely relevant to the development of an up-to-date curriculum guide was carried out. These activities permitted a broader understanding of all areas related to the management of the educable mentally retarded. Interaction between professionals, teacher trainees and others were structured to permit an exchange of ideas, needs and concerns about the essential training of the trainable child.

The content of this curriculum guide is twofold: it is designed to facilitate the learning process in teacher-child relationships in structured educational environments, and to provide methodologies that will have positive influences on the educational direction of the trainable mentally retarded.

The culmination of these intentions will be the provision of opportunities for the development of maximum skills for the mentally retarded trainable so vitally important for meeting the demands of everyday living.

Sincere appreciation and recognition is given to the academic faculty members at Duquesne University and to the summer traineeship teachers whose dedication and involvement made the publication possible.

Introduction

The American Association on Mental Deficiency refers to mental retardation as sub-average intellectual functioning which originates during the developmental period and is associated with an impairment in adaptive behavior.

On an intelligence scale, the mentally retarded would be those who have an I.Q. of approximately 75 and below. This curriculum is concerned only with the Trainable Mentally Retarded. These children are found on the I.Q. scale at 50 or below.

In developing this curriculum, the I.Q. scores are used not as a sole indication of intelligence, but as a guide to the approximate mental levels of trainable youngsters.

Unlike the "normal" child, a trainable retarded child's mental age is at least half of his chronological age (C.A.); and on this lower level of the scale, this is a signicant factor in the development of activities and programs.

The curriculum has been divided into three areas: Primary C.A. (6-8); Intermediate C.A. (8-13); Secondary C.A. (13-21). The divisions have been made in accord with State regulations in regard to homogeneous grouping.

Basically, a curriculum guide is a foundation for any educational or training program,

and it has to serve the ends which are designated by society. It must primarily take into account the society to which the participating youngsters belong. At all times, their function in this society will be determined by their intellectual, vocational, and social potential.

In essence, then, a curriculum guide is a guide which will attempt to correlate the needs of society with the needs of the individual, taking into consideration the capacity of the latter.

It cannot be too strongly stressed that no curriculum is static. In order to be meaningful, it must be dynamic and should be ready to change whenever the expectations of the particular society change, as well as when a change occurs in the particular environment.

Children are human organisms and, therefore, are unique both physiologically and psychologically. In our democratic society, it is felt that all children are entitled to an education within their capabilities. Their uniqueness demands equal but not necessarily identical opportunities. The mentally retarded child, because of his intellectual limitations, cannot profit from the opportunities offered to the normal or average child. Therefore, it is felt that a curriculum suited to the needs of the mentally retarded child must be devised.

The term "trainable" will refer to the child or children meeting the following criteria:

For school purposes, a trainable child is one:

1. who is of school age;

2. who is developing at the rate of one-third to one-half that of the normal child (I.Q. on individual examinations roughly between 20-50);
3. who, because of retarded mental development, is ineligible for classes for the educable mentally retarded who will, however, probably not be custodial, totally dependent, or require nursing care throughout life;
4. who has potentialities for self-care tasks and who can learn to protect himself from common dangers in the home, school, or neighborhood;
5. who has potentialities for social adjustment in the home or neighborhood and can learn to share, respect property rights, cooperate in a family unit and with neighbors;
6. who has potentialities for economic usefulness in the home and neighborhood by assisting in chores around the house, or in doing routine tasks for remuneration in a sheltered environment under supervision—even though he will require some care, supervision, and economic support throughout his life.

It is further recognized that some of these children have multiple disabilities, but that the mental retardation has been judged to be the major disability. In these situations, it is felt that the child can best profit from the experiences offered to the trainable.

Primary Curriculum

SOCIAL SKILLS

GENERAL OBJECTIVE: The child should demonstrate adequate internalization of social skills to successfully exist in a semi-protective environment.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
The child should be able to verbally associate objects with their names.	1. Choose an object with a one-syllable name. Hand it to the child. Say the name of the object such as a "doll" or a "ball". Hand the object to child and repeat the name. Put the object in the child's hand if he shows no curiosity. Use several objects in the course of several days. 2. Interest the child in a toy or animal he may have shown interest in. Allow him to play with the toy or animal and repeat the name of the object clearly and distinctly. 3. Pass around to children seated in a circle a bowl of fruit. Pick out a piece of fruit, name it, and allow the children to pass it around. The children should each repeat the name of the fruit.	Toys, such as blocks, stuffed animals. (See Language Arts) Peabody language kit.
The child should demonstrate an awareness of other children. (This would necessarily develop after adequate work had been done on the child's body image and self-concept.)	1. Show the child a full length mirror and have him identify himself. Next introduce another well-adjusted child into the mirror and ask the second child to state his name. Have each identify himself and then the other child by pointing to the mirror reflection. 2. Physically communicate with the child and introduce him to another child while both are dressed in certain social roles such as Father and Mother.	Full-length mirror. Old clothes that would include hats, high heels, purses, ties and long dresses.

SOCIAL SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	3. Verbally direct the child to bring a simple object to another child such as a toy, paper, or a cup and to try and use correct social responses. 4. Have an older child sing a song that names the members of the class individually.	Any small object, preferably napkins or some object associated with eating. "He Has the Whole World in His Hands"
The child should be able to communicate with another child.	1. Separate the two children by a visual barrier. Connect the phones electrically and allow the children to speak to each other briefly. 2. Send the children back together with play phones within hearing distance and allow them to again converse for the length of their attention span. 3. The teacher should feign ignorance of the child's request and ask another child to ask the first child for an explanation. 4. Pair poorly-adjusted and well-adjusted children together. Do not allow the well-adjusted children to compensate for the problems and possible handicaps for the poorly-adjusted child. 5. Physical communication such as gestures and body language should be discouraged in each verbal child. Always make the child say what he wants or needs without too much attendent frustration.	Bell Telephone Company Teletrainer (Public Relations Department) Play phones Certain desk arrangement in the classroom. Close supervision by teacher or aide is necessary.

SOCIAL SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
The child should be able to play by himself without interaction.	1. Put two children in a quiet corner of the room. Use room dividers to partially isolate the two youngsters. Give each child a similar activity to perform. The teacher should supervise closely the activities and will at this point present the concepts of "my puzzle" and "his puzzle". Compliment a specific point about each child's work and draw it to the attention of the other child. Allow the children to exchange materials. 2. Give the children many changes to play or work side by side.	Room dividers (preferably waist-high) Puzzles
The child should be able to play or work with other children.	1. Use the activities suggested by the previous objective and build to it. Introduce a third child, a fourth, and more children to these types of activities. This will develop readiness for work in a group situation. 2. Develop small situations for role playing Allow the child to imitate an authority figure such as the teacher, a father, or a policeman. One should be careful not to allow a domineering child to play the leading role too often.	Toys, puzzles. Looking at books. Watching television Listening to records. Tea parties. Pointer Hats Stop sign Safety patrol belt

SOCIAL SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
The child should be able to take turns.	1. Place a colored marker on the floor with the specific child's name printed on the marker. Have the children leave their seats and stand on their name. Reward those who perform correctly. Use this method for teaching the class to stand in line. Taking turns can be easily drawn from this activity by allowing one child at a time to perform a task such as running a race or lining up to use the lavatory.	Large sheets of colored paper. Small edibles or toys and operant conditioning technique
	2. Start a game where the children and the adults use the singsong phrase "my turn" and "your turn". Reinforce this idea and expand it by including other children into the game.	Matching picture cards.
	3. The teacher should compliment children who are waiting to take their turn. Allow the children to tell who has taken a turn and who has not.	Teacher
	4. Activities that reinforce the concept of taking turns are: a. Show and tell activities; b. Feeding pets in the room; c. Watering plants; d. Passing out and collecting work materials such as paper scissors, crayons, cookies, etc.; and e. Moping the floor, dusting shelves, erasing blackboard.	

SOCIAL SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
The child should be able and willing to share with others.	1. This should first be tried with someone the child is close to such as a parent or sibling. Allow the child to hold a book while the adult reads a story. Use the phrases such as "let's do this together" and "let's share the book together". 2. Expand this by arranging the child to have something to share with another child who does not have it. Encourage the child to share.it and verbally reinforce his actions. 3. Next allow the child to share with more than one person. Ask him to pass out cookies to each one. Instruct the child to make sure that each student has some. 4. Have the children make a gift for a specific occasion for one person such as making Christmas cards or coloring a picture for their parents. 5. Plan a party and have the children prepare simple foods such as Shake-a-Pudding or Instant Breakfast with the idea in mind of both sharing the activities and the refreshment with another class of children	Parental cooperation Book Cards Cookies Toys Shake-a-Pudding Milk Instant Breakfast mix.

SOCIAL SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
The child should respect the property of others by not destroying it.	1. Whenever the child destroys some object, withdraw all possible adult attention from him. Allow the child to work with clay, wooden puzzles, or some other energy consuming activity. The child should have his excess energy channeled into nondestructive activities. As a safety precaution, give him nondestructible play and work materials whenever possible. Gradually introduce materials that can be destroyed with little loss of value such as paper work. It is possible to condition the child negatively by withdrawing attention, but positive reinforcement is more valuable. (Use of edibles, etc.)	Teacher and aide. Clay and a clay board. Wooden puzzles. Taking walk Kicking ball Newsprint and crayons. Chalk Sponge rubber materials from Constructive Playthings, Inc.
The child should cooperate with other children most of the time.	1. For immediate reward, let the uncooperative child be assigned to help some other child who may be lacking in a certain skill. ("Buddy system.") Allow the two to eat lunch together, for example, and one be partly responsible for the other child. 2. Assign both youngsters to the completion of a small object such as dusting shelves or rolling rugs. Teacher and aide should verbally reinforce both children with specific compliments as much as possible.	Dust clothes Small scatter rugs

SOCIAL SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
The child should be able to participate in both large and small groups.	1. Begin by stressing the composition of the class and their own special groups, for example, "Only good girls and boys are in this room."	Teacher
	2. Mount pictures that show children working and playing together in a small group. Tell stories with the poster to further reinforce the group idea.	Pictures Candid photographs
	3. If the child has a good deal of trouble relating to group situations, pair him with a more sociable partner. Gradually increase the size of the group to four or five.	Sociometric grouping.
	4. Have the children engage in physical activity that would reinforce the group concept such as aquatics and rhythm excercises.	Music Swimming pool
	5. Have the class responsible for completing one large task such as painting a mural with adequate supervision.	Large amounts of newsprint Paint, brushes or sponges
The child should be able to assume responsibility for the completion of small tasks most of the time.	1. This should begin with very small jobs that can be completed immediately upon the teacher's request. Small jobs can be passing out paper, arranging chairs, opening windows, or sweeping the floor.	See activities
	2. Next, have the children be responsible for duties that must be taken care of daily, such as watering the plants, feeding the fish or turtles, hanging up wraps, emptying the wastebaskets, and sweeping the floor. Remind the child if he has forgotten his job, but never scold or nag him.	Helper chart

SOCIAL SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
The child should display acceptable table and social manners.	1. Use the presence and absence of food as a reinforcer in this situation. Introduce the child to the spoon if this has not already been done. Teach the child on a close individual basis to use the spoon; take away her food every time she resorts to using fingers or licking.	Long bibs, chewable food, spoon.
	2. After this rudimentary step is accomplished introduce the fork and possibly the knife using the same type of reinforcement.	Fork and knife.
	3. Replace the bib with a napkin around the neck. Also make the child aware of general sloppiness.	Paper napkins.
	4. The class as a whole should be exposed to "Please," "Thank you," and "Excuse me," from the very beginning. Ask the child to use these minimal forms of courtesy for lunch and for juice breaks. Much prompting will be necessary for the child to assume these manners as habit.	Juice and crackers.
	SEE ART AND MUSIC FOR RELATED ACTIVITIES	

SELF-CARE SKILLS

GENERAL OBJECTIVE: Independence in Self-Care Skills

The methods used in teach self-help skills are of utmost importance, because the child must not experience too many failures. The following principles must be followed in the self-care training program:

1. Be aware of the knowledge of child's level of development and the way he learns best.
2. Provide learning experiences that are pleasant.
3. Teach each child the skill the simplest way and in stages, one step at a time. Analyze each skill, breaking it down into very small steps. Teach the easiest part first.
4. Give the child ample time and opportunity to work on a new task.
5. Be consistent. If a child is expected to brush his teeth one day, he should do so every day.
6. There should be a realistic motivation.
7. Give encouragement and praise for effort.
8. Don't expect perfection. Mistakes and accidents are common. Although mishaps cannot be ignored, they need not cause dismay. Do not become too concerned if a child shows no progress in a self-help activity within a reasonable length of time. Don't worry about each failure; there will be many things these children will not be able to learn in spite of the best efforts of the teacher and the child's desire to please.
9. Be flexible. If one method doesn't work, try another.

SELF-CARE SKILLS

Social Adequacy Readiness

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Manages clothing.		
Boy and Girl	1. Pants (underwear)	
	a. Identifying front and back b. Identifying left and right leg of pants c. Putting legs through holes of pants d. Pulling up pants	Boy's underpants Girl's underpants Large doll to dress
Girl	2. Slip	
	a. Identifying front and back b. Putting slip over head c. Pulling slip down over head and shoulders	Girl's slip Doll for dressing
	3. Dress	
	a. Identifying front and back b. Identifying left and right sleeves of dress c. Putting dress over head d. Buttoning buttons on dress e. Zipping zipper in dress f. Fastening snaps on dress g. Fastening belt on dress h. Tying ribbon or tie on dress	Girl's dress Doll for dressing
Boy	1. T-Shirt	
	a. Identifying front and back b. Identifying left and right arm of shirt c. Putting arms in sleeves	Boy's t-shirt Boy doll for dressing

SELF-CARE SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Boy	T-Shirt Con't. d. Putting shirt over head e. Pulling shirt down over head and shoulders 2. Shirt a. Identifying front and back b. Identifying left and right arm of shirt c. Putting arms in shirt sleeves d. Pulling shirt up around body e. Buttoning shirt f. Zipping shirt 3. Pants a. Identifying front and back b. Identifying left and right leg of pants c. Putting legs through legs of pants d. Pulling up pants e. Zipping up pants f. Fastening belt 4. Belt a. Putting belt through loops of pants b. Fastening belt	Boy's shirt Button board Zipper board Large doll for dressing Boy's trousers Zipper board Belt Belt

SELF-CARE SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Boy and Girl	1. Socks	
	a. Pulling over toes	Boy's and Girl's socks
	b. Pulling over heel	Large doll and accessories
	2. Shoes	
	a. Matching left shoe with left foot, right shoe to right foot	Shoe board Large wooden shoe to lace
	b. Putting toes in shoe	Doll to put shoes on
	c. Pulling shoe over heel	
	d. Lacing shoe	
	e. Tying shoe lace	
	3. Coat	
	a. Identifying back and front	Child's own coat
	b. Identifying left and right sleeve of coat	Large doll for dressing Button animals
	c. Pulling coat up around body	Zipper board
	d. Buttoning coat	
	e. Zipping coat	
	4. Cap or hat	
	a. Identifying back and front	Boy's hat
	b. Putting hat on the head	Girl's hat
	c. Not pulling hat down over eyes	Dolls to dress Mirror
	5. Mittens or gloves	
	a. Identifying left glove for left hand and right glove for right hand	Gloves (child's own) Doll to dress

SELF-CARE SKILLS
Clothing
Undressing

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
To teach the child to take off his cap.	Let the child see himself in the mirror with his hat on. Take off his cap, then place it back on his head and have child remove it.	Full-length mirror. Cap
To teach the child to take off his coat.	1. Show child how to unbutton coat. 2. Show the group how to take the coat from their shoulders. 3. Pull the sleeve free at the wrist. Remove coat.	Child's coat Button board Large doll to dress and butto
To teach child to hang his coat.	1. Lay coat on table with lining facing up. 2. Position hanger in coat. 3. Buttons, zippers or snaps coat. 4. Carries coat to rack. 5. Places hat in sleeve and gloves in pocket.	Hanger Button board Zipper board Snap board Closet or coat rack Hat - Gloves
To teach the child to take off his pants.	1. Have the child unzip his pants and push them down until he can step free with one leg, then the other. 2. Never leave this practice until he has lifted them from the floor.	Child's own pants Zipper board
To teach the child to remove his underclothing.	1. Show the child how to grasp the slip-on garment by the hem with both hands. Bring both hands over with the shirt still held firmly. When he has succeeded in getting the shirt over his body, show him how to pull his hands free gently. 2. When his hands are free, show him how to pull the shirt over his head. 3. Show the child how to push down his shorts until he is free of them.	Shirt Pants

SELF-CARE SKILLS

Clothing
Manipulating fasteners and closures of clothing
Zippers

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
a Zippers To teach the child to zip and unzip.	1. Zip the child's zipper down to show him how to zip down. 2. Zip zipper up and let child try to zip down. 3. Continue letting child try to zip down until he can do it upon command. 4. Show child how to grasp zipper latch and pull zipper up. 5. Explain how to pull zipper up with a firm slow stroke. 6. Let child try to pull zipper independently. 7. Explain and show child how to push zipper latch down to lock zipper. 8. Reinforce learning with a zipper board.	Zipper board Child's own shirt, coat, etc.
b Snaps To teach the child to snap clothes.	1. Give children practice with snapping by putting clothing that snaps on dolls. 2. Show children how to snap their clothing. This will be done individually. 3. Encourage children to snap closures on their clothing independently.	Snap board Use doll which has snap cloth
c Buttons To teach buttoning and unbuttoning.	1. Give each child opportunity to work with the Montessori button boards. 2. Show him how to tip the button to slip it out of the buttonhole or into buttonhole.	Montessori button boards Vest Child's clothing

SELF-CARE SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	3. Let him have practice putting on a vest and buttoning and unbuttoning it. 4. Have each child practice on his own clothing.	
d. Buckles To learn to buckle a belt and shoe.	1. Show the child how to buckle a belt. 2. Stand behind the child. Take his hands and go through the motions of buckling a belt around his waist. Show him how to put the end of the belt through the buckle and pull it to a comfortable fit. Show him how to put tongue of the buckle into the eye and slip the end of the belt into the loop to hold it. 3. Encourage the child to do the activity alone. 4. Give him practice by letting him buckle a belt on the manikin or by using a buckle board or his own belt.	Belt with buckle Manikin
e. Shoe	1. Show the child that the buckle on a shoe is on the outside of the foot. 2. Let the child sit on the floor. Procede same as with belt. 3. Let the child practice with a shoe board that has buckle shoes.	Shoe with buckle Shoe boards with buckle shoes

SELF-CARE SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
f. Laces To learn to lace shoes.	As a readiness activity for lacing, let children string the large wooden beads. 1. Use playschool wooden shoe or large shoe on shoe board. Use a white lace and a red lace tied together and fastened in the bottom with two eyes. 2. Paint the eyes on the right side of the shoe red and white alternating. 3. Paint the eyes on the left side of the shoe white and red alternating colors so child will know when a white lace goes in a white eye, etc. 4. Place the shoe so that the toe of shoe is away from the child. 5. Show child how to put red lace in red eye and white lace in white eye, pushing lace from inside of eye to outside. 6. Let the child put the red lace in the red eye. Tell him to drop the red lace before he picks up the white lace. 7. Pick up the white lace and put it in the white eye. 8. When the child can lace the shoe with red and white laces and holes, let him lace shoe with plain eyes and red and white eyes. 9. Let the child start lacing his own shoe with teacher participating as long as necessary to develop independence.	Large wooden beads Playschool wooden shoe Large shoe on shoe board White lace Red lace

SELF-CARE SKILLS

Clothing
Wearing proper clothing for the weather

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Clothing for hot weather.		
To teach identification of clothing for hot weather.	1. Discuss the weather with the children. 2. Discuss the types of activities available to them in the summer. 3. Discuss the types of clothing to be worn for the various activities. 4. Let children dress dolls for various activities (e.g. Barbies). 5. Help children choose the appropriate clothes for the season and activity. 6. Show pictures of summer activities and have children discuss clothes and activities. 7. Take children on summer outings, swimming, picnics, camping, etc.	Barbie dolls Peabody language kit activity cards: clothes
Clothing for cold weather.		
To teach identification of clothing for cold weather.	1. Discuss the weather. 2. Discuss types of winter activities. 3. Show pictures of winter sports and activities. 4. Discuss the clothes worn in these pictures. 5. Have doll and doll clothes available for children to dress. 6. Have children dress in hat, coat, gloves and boots. 7. Take children outside on field trips, outings, playing in the snow, etc.	Peabody language cards: Clothes Hat Coat Gloves Boots Doll and doll clothes

SELF-CARE SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Clothing for rainy weather. To teach identification of clothing for rainy weather.	These concepts should be taught during rainy weather to make them meaningful: 1. As children come to class on a rainy day, notice that the children are dressed for rainy weather. Point out that one child has boots, another a raincoat, another a hat, another an umbrella. 2. Reinforce concept of color and identification of rainwear by letting each child tell what color he is wearing and what color he is wearing to keep the rain off. 3. Ask children what would happen if you didn't wear rain clothing. 4. When they say they would get wet, ask why we don't want to get wet. 5. Let children look out the window at the rain.	Peabody language kit clothes cards: rainwear
Clothing for snowy weather. To teach children to wear warm clothing. To reinforce self-help skills. To make children aware of the environment. To develop finer muscles.	1. On the first snowy day, discuss the weather with the children. 2. Discuss the appropriate dress for winter (coat, gloves, boots). 3. Have children dress and take them out for a snowball fight. 4. Show children how they make footprints in the snow. 5. Let children hold their faces up to the snow to feel it on their faces. 6. Show each child how to pick up the snow and press it together to make a snowball.	Peabody language kit clothes cards: winter wear.

SELF-CARE SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
To promote socialization and communication.	Give children activities in the snow: A. Let the children throw snowballs at each other to give muscular activity. B. Let them make a snowman. C. Let them make a snow angel. D. Make tracks in the snow. E. Draw with a stick in the snow. F. Roll and jump in the snow. G. Toboggan in the snow. H. Feed the snowbirds.	Peabody language cards: toys
To develop eye-hand coordination.	1. Bring the children to classroom. 2. Seat each child at the table and pass out worksheets on snow. A. To reinforce concepts of proper clothing for snowy weather by coloring children wearing proper clothing. B. Paste cotton on worksheet of clouds to show snow in the clouds. C. Put bits of cotton or artificial snow on worksheet to show snow falling from the sky.	Worksheets Cotton Paste Crayons Artificial snow Scissors
To give experience in using scissors and tracing.	Make a snowman. Let the children cut 3 round circles of white paper. Put them together and draw eyes, mouth, nose with a black crayon. Mount on black paper.	

SELF-CARE SKILLS

Clothing
Dressing for Different Occasions.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Dressing for Play and School.		
To develop visual perception through looking for certain types of clothing.	1. Show pictures of boys and girls playing. 2. Have pictures including areas of play such as games, free play, etc.	Peabody language cards: Play Clothes
To teach group participation.	3. Let children suggest games to play. 4. Encourage each child to suggest a game. 5. Organize the class and play each game in the order suggested.	
To teach proper clothing for play.	6. After playing games, talk about the clothing which is best for playing.	
To reinforce concepts of proper clothing.	7. Take clothing cards and let each child point to the card that has the clothing.	
To teach children to take turns.	8. Encourage each child to tell what article of clothing is on the cards. Stress taking turns and not interrupting others who are talking. 9. Use charts with clothing for sleep, church, play, school, etc. 10. Let children pick out clothes for each occasion.	
	11. Use worksheet with play activity of jumping rope, sliding, sandbox, etc. 12. Let the children color the activity, then look in a catalogue and find a child in play and school clothing to paste on the worksheet.	Worksheet Crayons Mail order catalogues

SELF-CARE SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	13. Use pictures of children at play to develop communication skills through identification, association, and stories about children playing or going to school. 14. Show pictures of children getting ready to go out to play or to go to school 15. Reinforce self-help skills of getting dressed for school by letting children select clothing.	
Dressing for Church. To teach the child to dress for church.	1. Talk about boys and girls going to church and how they dress for church. 2. Little girls wear frilly dresses or clothes suitable for dress up. 3. Little boys wear suits suitable for dress up instead of play. 4. Look at pictures of children going to church. Talk about colors of clothing.	Peabody language kit: clothes cards
Dressing for Sleeping. To teach the child to recognize and choose the correct clothes for sleeping.	1. Begin by talking about the time they all go to bed. Usually about 8:30. 2. Use a clock and place the hands on 8:30. 3. Let each child look at the clock and tell what time it is by the clock. Draw different faces of clocks on the board and let them pick out the correct one. 4. Ask the class what they do before they go to bed. Let them discuss. 5. Discuss the things they need to do before they go to bed such as: pick up toys and put away, undress and put dirty clothes in proper place, take a bath and brush teeth and go to bed.	Large plastic clock. Peabody language cards: clothes - sleeping. Peabody language activity cards

SELF-CARE SKILLS

Personal Cleanliness and Body Care

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Care of Teeth.		
To teach the proper care of the teeth.	1. Discuss the care of teeth. 2. Have each child take his own brush out of his toothbrush board and make motions of brushing teeth. 3. Stress brushing teeth in right way, brushing soon after eating, and using his own toothbrush. 4. Teacher demonstrates the correct way to brush teeth while class watches. Stress watching and listening carefully to directions. 5. Ask the class about their toothbrushes. What color is it? 6. Ask each child to get his brush. Let him go to the sink and brush teeth. 7. Discuss: If we have trouble with our teeth who do we see for help? 8. Keep charts of toothbrushing, giving a star for each time teeth are brushed correctly.	Peabody language cards: activity Toothbrush board Peabody language cards: professional people (dentist)
Care of Nails.		
Cleaning and washing hands and nails.	1. Stress washing hands and nails carefully. 2. Stress keeping nails short and neat. (Have them ask parents to cut their nails.)	"This is the way we wash our hands" - Songs for the Nursery McCartney Enlarged Red Cross handwashing sequence pictures.

SELF-CARE SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Taking a Bath.		
Preparation: getting own clothing.	Get bath things ready such as pajamas, houseshoes, robe, etc.	Pajamas Houseshoes Robe
Getting own towel, washcloth, soap.	Have children show where own towel, washcloth, soap are. Let them chose a clean towel, washcloth and get their soap.	Towel Washcloth Soap Sink
Running own water, Adjusting hot and cold water.	Working on knowing hot and cold faucets and mixing the water in class.	
Washing:		
Face	1. In the clasroom work on washing the face. 2. Teacher demonstrates how to wash their faces, covering all areas. Rinse, Pat dry. 3. Let each child wash his face and dry. 4. Explain that we should wash our face when we take a bath.	Towel Soap Washcloth First Steps to Health, Byrd, Oliver, p. 44
Neck	1. Teacher demonstrates how to wash the neck covering all areas of neck in circular motion. Rinse and dry. 2. Let each child wash and rinse his neck.	
Ears	1. Show children how to wash their ears by placing the washcloth over fingers and cleaning all areas of the ear. Stress washing behind the ears also. Rinse cloth, wring out and rinse the soap from the ears by wiping clean.	

SELF-CARE SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Arms	1. Stress the importance of washing their elbows. (This area is usually hardest to clean.) 2. Put soap on washcloth and rub the arms all over. Rinse cloth and rinse arms off.	
Feet	1. Put soap on washcloth and scrub the feet getting between the toes, on bottom of feet, in arches, on heels and on top of the foot. Rinse in water.	
Legs	1. Prepare washcloth as before and rub all areas of legs, especially at the knees and ankles.	
Body	1. Stress the importance of cleaning the body area carefully. Rinse.	
Cleaning tub or shower.	1. Stress the importance of rinsing out the tub or shower because someone else will follow and would like a clean tub or shower. Never leave soap on floor. It could cause person to slip. 2. Teach children how to clean tub by using cleanser and rinsing.	Cleanser Sponge
Drying	1. Begin at face and pat dry; go from face to neck, shoulders, arms, underarms, to body, legs and feet. Be sure all of the areas of the body are dry. 2. Explain to the class that we should take a bath at least once a day and more often if needed.	Towel

SELF-CARE SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Care for Hair.		
Combing hair.	1. Place the child's name on the comb. 2. Each child should recognize his comb by his name. 3. Stress the importance of using their own comb and keeping it clean. 4. Show the children how to wash their combs.	Comb with child's name.
Proper Eating Habits.		
To teach children to sit properly while eating.	1. Teacher shows how to sit at the table correctly. Explain that this is good for your health; the food will go down better. 2. Let the children practice sitting at the table straight. 3. Explain that the child should not put his elbows on the table or lean on the table. 4. Toys should not be brought to the table.	Manners Please, "Sitting and Standing Up Straight," by Gail Burket. American Encyclopedia of Learning through Music. Album #4.
To teach the child to pass food properly.	1. Begin by explaining what it means to "pass food." 2. Explain that we should not reach across people to get food, but ask kindly if they would please pass the food.	

SELF-HELP SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Proper use of table ware.		
To teach child to use the spoon.	1. Begin by identifying the spoon. 2. Explain that the spoon is used to eat soft foods such as pudding, ice cream, soup, etc. 3. Show child how to hold the spoon.	Teaspoon Peabody language cards: food –
To teach the child to use a fork.	1. Begin by identifying the fork. 2. Explain that we use a fork to carry food from our plates to our mouth. 3. We also use the fork to hold meat down to the plate when we use a knife to cut it. 4. Show the children how to hold a fork.	Fork
To teach child to use a knife.	1. Identify a knife. 2. Explain that we must be careful with a knife. 3. Demonstrate how to hold a knife. 4. Explain that we also use the knife to spread butter on bread. We don't eat food with the knife. 5. Show how to hold the knife to spread butter.	Knife Bread, Butter
Use of the napkin.	1. Tell class reasons for using napkins. To keep the mouth clean, keep food off clothing, to clean hands. 2. Practice setting the table and placing napkin in the right place. 3. Demonstrate how to remove the napkin from the table and place in lap.	Napkin Placemats Plates Forks Knife Spoons Picture of utensils Picture of foods

SELF-CARE SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	4. Stress using the napkin frequently through the meal to keep our mouth and hands clean. When through with napkin, place beside plate.	Plastic object fruits and vegetables "We Eat Breakfast," Scott, Roresman
Use of cups.	1. Talk about cups and the use of cups. Ask what beverages are drunk from cups. 2. Show the children how to hold a cup.	Cup and saucer Peabody language cards: foods Tea Party
Using Acceptable Table Manners.		
Taking small bites.	1. Explain to the class that it is very important to take small bites. If we take large bites, we might choke on our food. 2. Explain that it is necessary to chew our food well so that we don't get a stomach ache.	My Little Golden Book of Manners Peggy Parish Good Manners thru Music, Eva.
Eating with the mouth closed.	1. Teach children to eat with the mouth closed.	
Eating correctly.	1. Eat a variety of solid foods. 2. If the child has difficulty accepting all the foods at once, separate them from the tray and give them to him as each is completed (small amounts at a time). 3. Washes hands before eating. 4. Eats only his own lunch. 5. Holds utensils correctly. 6. Drinks from cup.	Peabody language cards: foods Soap Paper towels Picture of utensils Cup and saucer Straw Napkin Tray

SELF-CARE SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	7. Uses straw and napkin. 8. Lifts food to mouth. 9. Eats meat and vegetables before eating dessert. 10. Bites, chews and swallows small amounts. 11. Carries dry foods on tray. 12. Carries tray back to stacking table. 13. Washes hands after eating.	
Recognition of foods.	1. Fruits 2. Vegetables. 3. Meats. 4. Milk as food. 5. Recognition of a good breakfast, lunch, dinner.	Plastic fruits and vegetables Peabody language cards: foods National Dairy Council picture
Eating with classmates.	1. Practice eating in public places -- school lunch room, etc. 2. Expresses himself courteously regarding hunger, thirst, etc.	
Precautions in eating.	1. Dangers in over-eating. 2. Dangers in under-eating. 3. Danger in not chewing properly. 4. Dangers in washing down foods.	

SELF-CARE SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Development of independent toilet habits. Cares for self in the bathroom.	Teacher should establish routine visits to the bathroom. 1. Child closes door after him. 2. Child can care for his own clothing. 3. Uses toilet correctly (boys raise lid). 4. Uses reasonable amount of tissue. 5. Straightens clothing, zips, etc. 6. Flushes toilet. 7. After toileting, washes hands using proper amount of soap and rubbing on hands. 8. Rinses hands. 9. Turns water off. 10. Uses paper towel. 11. Correctly uses the wastebasket. (Doesn't throw heavy paper in the toilet.)	Toilet Soap Paper towels Wastebasket

Toilet training is a major problem and much can be done by simplifying the environment and anticipating problems beforehand. The teaching should be done gradually until the child is able to comprehend and follow the whole routine.

The teacher should work out daily schedules to provide toileting at intervals during the day, being careful not to have all of the children fit the same time interval. Stress washing the hands.

SELF-CARE SKILLS

Safety Routines

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
To teach child to be careful.	1. Make a child aware of possible hazards he can encounter on going up and down stairs. 2. Stress dangers of misplaced toys. 3. Dangers in the use of sharp objects. 4. Point out hazards which can cause burns - matches, over-hanging pot handles, untested bath water, etc. 5. Point out hazards causing illnesses- medicines, cleaning fluids, chemicals, learning to recognize skull and cross-bones, Danger, Poison, Stop, etc. 6. Point out electrical hazards -- outlets, broken equipment, wet hands, electrical applicances in bathroom, fans and other appliances.	Health and Safety thru Music EVA Danger signs (paper) Peabody language kit: Appliance cards Essential Reading for Protection Words - Language Arts. Songs of Safety Health Can Be Fun - Language Arts Health - 371.70 SR. (Transparencies) - Learning Arts.
Teaching child safety toward others.	1. Teach child not to throw objects. 2. Teach the child to pick up toys to assure safety of others.	Peabody language cards: professional people -- community helpers
Teach child to recognize people who help us.	1. Discuss with child the various people in the community who can help the child if he is in trouble. 2. Tell him the names of these people and explain to him their jobs. 3. Use picture cards so that the child can learn to recognize these people in their uniforms. 4. Explain to child that parents, doctors, nurses and dentists help to keep us well. 5. Have child relate a story about himself in which he had encountered one or all of these people.	Our Neighborhood Workers - Filmstrip Series - Eye-Gate Some Neighborhood Workers - Eye-Gate Workers for the Public Welfare Eye-Gate Community helpers puzzles. CCM Threshold Learning, Inc.

SELF-CARE SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Safety in the home and school.	1. Train the child to dial "0" in case of emergency and give name, address, telephone number and request help needed. 2. Train immediate and automatic response to fire drill. 3. Train child to hold on to railings in going up and down stairs. 4. Teach safety with sharp or pointed objects -- keep away from eyes, nose, ears, mouth and from other children. 5. Teach child rules of play -- no pushing, shoving, tripping, etc. 6. Teach proper use of playground equipment - slides, swings, jungle gym. 7. Teach cautious approach to strange animals. 8. Teach caution on ice, wet floors, waxed floors and other slippery surfaces.	Telephone Stairs Pictures of sharp objects Pictures of playground Pictures of animals.
To teach child street safety.	1. Teach child to look both ways before crossing the street. 2. Teach child not to dart in front of cars or to try to beat them crossing. 3. Teach child not to enter cars of strangers. 4. Teach child proper crossing on traffic signals. 5. Teach child to walk on side of oncoming traffic if no walking area is present.	Picture of street crossing Picture of traffic signals Transportation puzzles - CCM Threshold Learning, Inc.

SELF-CARE SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
To teach child travel safety.	1. Practice getting on and off conveyances. 2. Teach child proper behavior on bus or in a car so as not to distract driver, keeping parts of the body within car, bus, etc.	Pictures of cars and busses.
Recognizing safety signs.	1. Teach child to recognize safety signs - traffic light, stop signs, warning signals, etc. 2. Teach child the meaning of the lights on the traffic light. 3. Teach child the locations where he might come in contact with various signs. 4. Try to obtain replicas of various signs to present to the class so that they may become familiar with the designs, colors, etc.	Safety signs Traffic signs
Recognizing safety helpers.	1. Talk about safety helpers in the child's immediate environment. 2. Show child pictures of policeman and explain to child his duties. 3. Show child pictures of fireman and explain to child his duties. 4. Teach children how to sound an alarm, how to ask for help. 5. Have children act out the different roles and have them act out the motions proposed by the policeman (stop, go), etc. SEE ART AND MUSIC FOR RELATED ACTIVITIES	Peabody language cards: professional people cards community helpers replica of fire alarm Action Songs for Growing Up - Learning Arts, P. O. Box 917 Wichita, Kansas 67208

GROSS MOTOR SKILLS

GENERAL OBJECTIVE: To develop gross muscular control.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
1. To make child aware of the parts of his body.	Body lifts - child lies on mat on his stomach, arms at sides and legs straight. Teacher taps a limb and says "lift this - it is your arms, etc." If child doesn't respond, arm is lifted for him. Wheelbarrow - teacher holds child's legs in the air. Child walks on his hands. Mirror activities: 1. Child stands in front of full-length mirror and comments on what he sees. 2. Encourage facial reaction and point out ability to control and change it.	Mat Full-length mirror
2. Enable child to locate body parts and help him know what the parts can do.	Use mirror and point out: eyes, hands, mouth, hair, nose, feet, eyebrows, fingernails, arms, legs, shoulders, elbows, knees, back, neck, chin, forehead, wrists, toes Count to see how many each child has. Use Peabody or Judy dolls to locate the parts of the body and help children determine their sex identity.	Mirror Teacher (See Math) Peabody - level P Judy dolls #216 #213

GROSS MOTOR SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	Discuss and illustrate: Arms and hands can wave, throw shake, hit catch, push Hands can button, cut zip, comb snap, brush tear, pull Legs and feet can bend, skip walk, hop run, jump kick Head has eyes, nose ears, mouth hair Body - holds all parts. Teacher can do the above so children are aware of what each body part can do. "Simon Says" Angels-in-the-Snow Finger plays Put a picture of each child in a box. See if they can identify themselves and others.	(See Self-Care Skills) (See Math) (See Social Skills)

GROSS MOTOR SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
3. To enable the child to gain control and coordination of his body through gross motor activities	1. Rolling a. Rolling with directions. 2. Walking a. In a pattern. Put feet on floor. May be bare feet prints, color coded, or have R and L on them. Use regular walking pattern at first. Then change so that left has to cross right. b. Walk on tape on the floor straight angular c. Animal Walks duck walk elephant walk d. Walk up and down stairs. 3. Running 4. Galloping 5. Dancing 6. Hopping 7. Skipping 8. Marching 9. Climbing a ladder 10. Balancing a. on side b. on hands and knees c. on hands and feet d. on one foot e. walk on a string, then use balance beam (kept flat on floor). straight backward sideways	"Marches" "The Rhythms Hour" "World of Marches" "Fundamental Steps and Rhythm (Educational Record Sales) Community Playthings, Clifton, New Jersey Ladder Balance beam String

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	f. walk through hula hoops or tires set on the floor. Musc raise feet.	Hula hoops Tires, inner tubes
	11. Imitate teacher as she stands in front of class with her back to them. a. raise right arm, etc.	
	12. Bean bag games a. throwing b. catching	Bean bags
	13. Angels in the snow	
	14. Mount a rocking horse	Rocking horse
	15. Get on a swing	Swing
	16. Trampoline get feel of jumping	Trampoline
	17. Ball games a. rolling b. bouncing c. throwing d. catching e. kicking f. bowling - knock objects down	St. Coletta's Guide for Phys. Ed. Balls Wood blocks or bowling pins
	18. Pulling a toy.	A pull-toy
4. To help the child realize his position in space.	Activities to help child understand: up, down — on sideways — under forward — over backward — behind next to — off, on	"Developing Body-Space Perception Motor Skills" Educational Record Sales Some Objectives and Activities in Perceptual Motor Development and Physical Fitness - Robert M. Smith

GROSS MOTOR SKILLS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	a. Obstacle course b. A block put <u>in</u> something, <u>under</u> something, <u>behind</u> something, etc. c. Teacher walks <u>forward</u>, <u>backward</u>, etc. SEE ART AND MUSIC FOR RELATED ACTIVITIES	Chairs, tables Block

FINE MOTOR PERCEPTION

GENERAL OBJECTIVE: To develop fine motor perception.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
1. To help the child recognize visual shapes.	1. Use 1 color and 2 circles, 2 squares. Hold one up and have child match it. a. Progress to more shapes. b. Find in the room, the shape teacher is holding.	Color shapes
2. To help the child recognize varying sizes of objects.	1. Introduce concept of size big - little biggest - smallest Use shapes of 1 color and tell class "this is the smallest," etc. 2. Sort objects according to size.	Various sized objects (See Math)
3. Help child recognize different colors.	1. Sort all of same color shape in a box.	
4. Help the child discriminate shapes and colors when combined.	1. Combine the above 3 techniques. 2. Perceptual bingo. Each child gets 12 x 12 card having 25 spaces of 5 colors of 5 shapes. Teacher holds up 1 shape (she has all 25 colored shapes) and children have to locate it on their card. Game can get more complex - like real Bingo.	Bingo (teacher made)
5. Help child recognize families or groups.	1. Child catagorizes like objects. 2 girls, shoes, balls-mixed up. Child puts each group together. 2. Find another object like mine - on a work sheet in classroom.	(See Language Arts)

FINE MOTOR PERCEPTION

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
6. Enable the child to remember a visual sequence.	1. Match my pattern Use 2 shapes - cover teacher's, Child gets same 2 shapes in same order. 2. Which fruit (or vegetable) is missing? Show 3, take 1 away. Show 4, take 1 away. 3. Pegboard designs - start easy. Child makes his look like yours.	(See Language Arts) Pegboards
7. To develop discriminative tactile sense.	1. Allow the child to explore the real world. Feel: water hot-cold grass wet-dry trees smooth-rough sand 2. Visual clue - 2 objects grossly dissimilar (spoon, ball) a. Find in covered box. 3. Visual clue - many objects Child looks at many objects with different shape, texture, weight. They are put in Feeley Meeley Box. Teacher says to get the spoon, cotton, etc.	(See Self-Care and Language Arts) Feeley Meeley Box varied objects
8. To develop taste discrimination.	1. Give child candy, pretzel, lemon. Talk about sweet, salty, and sour things.	Candy, pretzel, lemon (See Self-Care, Language Arts
9. To develop olfactory discrimination.	1. Child smells a banana, tuna fish, orange. Close eyes and let him recognize item.	Banana, tuna, orange (See Self-Care, Language Arts

FINE MOTOR PERCEPTION

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
10. To develop eye-hand coordination.	1. Grasping 2. Manipulating small objects: a. blocks b. beads c. tinker toys d. clothes pins on clothesline e. cutting with scissors clay paper (see art) f. separate beans, corn, rice 3. Chalkboard a. motor equivalence b. trace templates - with finger – with chalk on board with pencil on paper reproduce without template. 4. Puzzles 5. Buttons, zippers, hooks, snaps 6. Pegboard 7. Parquetry blocks 8. Bean bags 9. Ball activities SEE ART AND MUSIC FOR RELATED ACTIVITIES	(See Language Arts) Blocks Beads Tinker toys Clothes pins String Clay Beans Kephart - The Slow Learner in the Classroom. Templates Board Chalk Paper Pencil Developmental Learning Materials for pegboard and parquetry patterns and puzzles.

AUDITORY PERCEPTION

GENERAL OBJECTIVE: To develop auditory awareness.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
1. To help the child receive and differentiate sounds.	1. Children sit in complete silence, with eyes closed, and listen as various sounds are produced: Door closed Window being opened Coughing Sneezing Water running Teacher's voice Classmate's voice Clock ticking Bee buzzing Horn honking Person walking Person running Hands clapping Animal sounds	(See language arts) Peabody Records - Level P Mr. Sound Says #49N4645 The Farmer Says #49N4508 (Both of the above records may be purchased at Sears.)
	2. Take children to various rooms to hear different sounds - Gym Cafeteria Swimming pool Office Shop room Etc.	(See Social Skills, Language Arts, Self-Care)

AUDITORY PERCEPTION

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
2. To help the child realize where sounds come from.	1. Children's eyes are closed and teacher hits a tambourine or drum and stops. Child points to or tells what section of the room sound came from. Children may take turns being teacher. 2. Game: Have one child leave the room. Give a small bell to one of the children. When child returns, have all children shake their fists above their heads. Child must point out the child with the bell.	Tambourine Drum Bell
3. To help the child remember what he hears.	1. Clap in a pattern. Child listens and repeats the pattern. 2. Buzzer Board - Child listens to the pattern teacher makes, then he does same. 3. Rhythm exercises (See Music)	(See Language Arts) Buzzer Board - Developmental Learning Materials
4. To develop the child's ability to understand spoken words and carry out directions.	1. Teacher tells child: "Put your pencil on Joe's desk. Take out a blue crayon." (Directions can get more complex.) 2. Match picture cards with recorded sounds. Example: Cow with moo sound.	Peabody pictures and records. The Farmer Says

SEE ART AND MUSIC FOR RELATED ACTIVITIES

LANGUAGE-ARTS

GENERAL OBJECTIVE: To encourage communication for the TMR child, commensurate with his ability.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Learn to identify various objects.	Sees various pictures. Names various objects on pictures.	Single Object Picture Cards (Peabody Language Kit K)
Identifies familiar objects and interprets pictures and picture cards.	Teacher presents various objects and child names them.	Toys Pencils, crayons, etc.
	Selects action picture or card and performs like action (walking, running, sitting).	Action cards Pictures that suggest movement (Less Busy Action Cards)
Learns visual discrimination.	Indicates missing parts of objects on picture charts or prepared hectograph sheets.	Readiness Charts Hectograph Sheets
Matches two objects of same color.	Puts together two objects of same color. Holds own crayon or toy against crayon or toy of another child.	Colored Pegs Crayons Plastic Colored Chips Brightly Colored Toys
Matches colored geometric shapes.	Matches shapes as to form and color.	Parketry Blocks and Prepared Sheets (Developmental Learning Materials)
Experiments with colored objects.	Strings beads of same colors. Builds and separates blocks into colors. Patterns single colors. Patterns various colors.	Beads Blocks Peg Boards Bottle Caps Buttons Painted Clothespins Lollipops

LANGUAGE-ARTS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Participates in simple discussions.	Responds to questions directed by teacher. Participates in simple discussions about Home environment Friends School environment Community environment	Experimental Development Manual Three Workbooks - Teacher's Manual 1) You and Your Family 2) You and Your Friends 3) You and Others Pictures - Environmental
Participates in games, increases powers of observation.	Briefly observes familiar objects placed on table. Recalls as many objects as possible, after they have been covered or removed.	Table Various objects Cover
Identifies objects shown on filmstrips.	Points with pointer to specific object named by teacher. Attempts to name various known objects shown on filmstrip.	Pointer Filmstrips
Listens and becomes aware of sounds around him.	Teacher presents sounds and child identifies them (clapping, moving chairs, snapping fingers, etc.).	R. Instruments Bells
Listens and identifies sounds from records.	Child listens and tells what the sound is and what made the sound.	Record: Environment Records
Listens and responds to own name.	Answers teacher by gesture - raised hand - or answers when name is called. Responds to record. Answers own name when directed.	Record: "Learning Basic Skills Through Music." Song: "What Is Your Name." Play Activities for the Retarded Child (Carlson & Ginglend)

LANGUAGE ARTS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Listens and responds to one-word commands.	Teacher evokes response by commands, "Wait, Come, Walk."	
Listens and responds to sentence commands.	Responds to commands, "Please come here", "Fix your belt" etc.	
Listens and responds to group commands.	"All stand up." "Get your coats."	
Imitates sounds of animals.	Hears and imitates sounds of record. Points to pictures of animal he is imitating.	Records: Old MacDonald's Farm Sounds of Animals, Peabody L.K.
Pantomines - dramatizes nursery rhymes and short stories.	Acts out or pretends to be various nursery rhyme characters. Dresses up for their part. Uses large cardboard cut-outs. Supplies their own face.	Costumes Puppets Large cardboard cut-outs for face.
Dramatizes familiar community helpers.	Assumes the role of doctor, nurse, mailman, policeman, etc. Produces appropriate conversation.	Hats Uniforms Kits Costumes
Pretends to converse on telephone.	Calls own home, friends or relatives, father at work.	Play telephone.

LANGUAGE ARTS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Participates in songs with gestures.	Points to various objects when sung. Do actions suggested by records. Sing games with teacher and classmates.	Records: Hokey Pokey Loobey Lou Did You Ever See A Lassie? "Let's Play a Musical Game" "Learning As We Play"
Learns the names of parts of body through songs.	Sings and points to appropriate parts of body as directed by teacher or record.	"Learning Basic Skills through Music."
Attempts to answer riddle and guessing games.	Supplies answer to teacher's riddle. (We sleep in a _____?)	Peabody Language Kit #K Teacher written riddles
Participates in finger games.	Acts out teacher-read finger play.	Book: Listen and Help Tell the Story. Bernice W. Carlson
Listens and responds to simple poetry.	Listens to poems read by teacher. Acts out suggested movements.	Arlouthnot's Time for Poetry
Experiments with words and simple sentences.	Plays store with various food containers, play money and groceries items.	Cardboard store Food items Play money Grocery containers, etc.
Pretends and uses playhouse to encourage conversation.	Play with and in, "Walk in playhouse."	Constructive Playhouse.
Becomes aware of various time concepts.	Teacher points out various activities as they occur during the school day. (Playtime, restime, etc.) Child moves the clock hand to appropriate time.	Large clock Paperplate clock (individual)

LANGUAGE ARTS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Volunteers simple sentences about personal experiences.	Tells what some experience and teacher writes down experience on C.B.	Field Trip Seasonal Unit from Treasure Co. (School Readiness, Harper & Co.
Volunteers information about seasonal or environmental unit.	Relates to teacher and group, simple sentences or sentences about environment, etc.	Opening exercises Calendar (See Music) Weather signs. Seasonal Charts.
Shows and tells about some object or experience.	Brings and discusses some favorite object.	Show and Tell Time.
Improves simple sentence structure.	Uses Language Master independently. Speaks into tape records, listens to himself.	Language Master and Cards Tape Recorder
Tactile - Kinesthetic.		
Inspects objects that interest child.	Sees, touches and smells various seasonal items, objects, toys, textural items.	
Touches objects, uses them in relevant activities and experiences.	See various items, associates them with seasons or holidays.	Nature table Leaves Pine branches Pumpkins - corn Gloves - mittens
Recognizes items by touch only.	Identifies objects inside feelie box.	Box with familiar articles

LANGUAGE ARTS

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Experiments and responds to various temperatures.	Touches small jars filled with hot, cold, warm, water. Identifies each, verbally or with gestures.	Jars Water of various temperatures
Develops sense of taste and smell and responds to such.	Tastes various foods items, candy, vinegar, lemon, sugar, etc. Tells how it tastes, tells how it smells.	Candy Sugar Spices Salt Vinegar Food items
Uses foods as conversational items.	Tells about favorite food - how it tastes, smells. What items cannot be used as food - soap, turpentine.	Food Non-edible items.
	SEE MUSIC AND ART FOR RELATED ACTIVITIES	

MATH

GENERAL OBJECTIVE: Shapes: Circle, Square, Triangle

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Draw the shape.	Draw the shape in the air using the index finger.	
Identify a specific shape.	Identify a specific shape which can be found in the classroom.	Record - circle Desk - square
Discrimination and naming of shapes.	Discrimination of specific shapes by use of their names.	Plastic shapes: Flannel board Shapes - Instructo Co.
Trace a shape.	Tracing the shape by following broken lines on a paper.	Teacher-made
	Tracing beaver board or plastic shapes.	Developmental Learning Materials
	Tracing a shape which has been drawn on the chalkboard, using the index finger.	
Cut and match shapes.	Cutting and matching specific shapes.	Teacher-made
	Pasting a specific shape on top of a matching shape.	
Selection of a specific shape.	Selecting a specific shape from a group of shapes.	Flannel shapes Magnetic shapes Wooden shapes
Draw a shape.	Drawing a specific shape.	

MATH

Number Recognition

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Count numbers.	Counting and viewing flashcards of numbers 1 - 5.	Sandpaper Numbers Teacher-made flashcards
To match number cards.	Matching number cards using the numbers 1 - 5.	
Discrimination of specific numbers.	Discriminating and counting specific numbers. (1 - 5)	
Rote counting.	Rote counting using felt numbers.	Felt numbers
Matching a specific number with a group of objects.	Matching a number with a group of objects.	
	Walking along a number line and counting the numbers.	Instructo Co., Walk-on number line.
	Following numbers in sequence on a dot-to-dot paper. (1 - 5)	Teacher-made
	Color by number exercise.	Teacher-made
	Playing the game of Bingo.	

MATH

Writing Numbers

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Trace a number.	Tracing the number in the air using the index finger.	
	Tracing sandpaper numbers using the index finger.	Sandpaper numbers
	Tracing the number by writing on acetate protectors.	Teacher-made
	Tracing broken lines which form the numbers 1 - 5.	Teacher-made
Writing numbers from 1 - 5.	Writing the numbers 1 - 5 with a crayon.	
	Writing the numbers 1 - 5 with a pencil.	
	Writing the numbers 1 - 5 on the chalkboard.	
	Writing the numbers 1 - 5 in sand.	
	Writing the numbers 1 - 5 in workbooks.	Count 5 - Adventures with Numbers McGraw-Hill Co.
	Traces hand and labels numbers 1 - 5 by self.	

MATH

GENERAL OBJECTIVE: Counting for the concept of quantity.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Teach pupils to count from 1 - 5 in sequence.	Use number 1 and have 1 dog, cat, etc.	Teacher-made materials
Teach concept of 1 - 5 by manipulating objects on a one-one basis.	Have pupils put up one finger	
	Have pupils color one object.	
Counting objects from 1 - 5 terminating at the correct number.	Have them put one object in a box.	
	Have them bounce a ball once.	
Recognize numbers from 1 - 5.	Follow directions by putting one peg in board.	
	Use counting frame pushing one bead over and count.	Counting frame
	Have them clap once.	
	Have them count one boy.	
	Have them jump once.	
	Sing songs counting with numbers 1 - 5.	Finger Plays (G. Shermer)
	Use flannel board cut-outs matching number of objects to the numbers 1 - 5.	Counting Games and Playthings (Ella Jenkins)
	On sandpaper numbers have pupil trace and say numbers 1 - 5.	Learning Basic Skills Through Music (Educational Activities)
	Have child pass out 1 - 5 objects.	Sandpaper numbers
	Throw bean bags in basket 1 - 5 times.	
	Match flannel board numbers 1 - 5 with written numbers on the board.	Flannel board number cut-outs
	Write numbers 1 - 5 on the board and have child find the number of objects in room.	
	String 1 - 5 beads on string.	Beads and string

MATH

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	Have objects 1 - 5 drawn on paper and have pupils draw line from number of object to written number on paper.	Teacher-made materials
	Give child simple form like apple or egg. Give him sheet of paper with numbers 1 - 5 and have him trace number of object beside written number and then color it.	
	Cut out object like dog, hat, etc. and paste them on cards. Have child tell number of objects on card by touching and counting objects.	
	Have cubes and roll them on table like dice, then ask pupils how many cubes have been rolled. Roll different number of cubes each time.	
	Make large number cards 1 - 5 and tape them on the floor. Tell child to step on No. 1 and also to jump from No. 1 to No. 3, etc.	
	Have one child lead activity pertaining to numbers 1 - 5 and other pupils follow. Example: tap knee once; jump once; etc.	
	Ring bell certain number of times 1 - 5 and have child listen and tell number of times it was rung.	Bell
	Make large number cards (8 x 12) 1 - 5. Have a paper clock. Turn hands on clock to a specific number and have pupil find that number from the cards.	

MATH

GENERAL OBJECTIVE: Comparing for concepts of size, quantity and location

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Recognizes differences in size: big little short tall short long fat thin	Have different sizes of balls, triangles, squares, cut out of flannel and put on board. Have pupils say this is little, big.	
	Use fruit in Peabody kit. Have pupils choose big, little, apple etc.	Peabody Kit K
	Have child draw object little, big, and color them.	
	Have pupils match small circles, large circles.	
	Sing songs containing words big and little.	"Big Drum & Little Drum"
	Point to little - big no. on flannel board.	Magic of Music
	Sorts little balloons from big balloons.	Baby Steps - Giant Steps
	Listen to stories using animal comparisons.	Billy Goat Gruff
	Sorts big and little cubes.	Three Little Bears (Instructo Products)
	Have pupils point to large and small objects in room or workbook.	Workbook (Developmental Learning Activities)
	Listen to records using comparisons of big, little.	"Number Readiness" Children's Music
	Points to short or tall when comparing two peers.	
	Points to child's short or long hair.	
	Comparison of fruit in Peabody Kit; short, long.	Peabody Kit - K
	Points to fat or thin animals of rubber or plastic.	
	Points to pictures of fat, thin people; animals, etc.	

MATH

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Recognizes differences in amounts: Empty - full Cupful - glassful Everything - nothing All - none	Identifies empty or full glass of water. Pours juice into glass or cups. Puts empty glasses in sink. Tell the child to put everything away on the table. Tell the pupils to drink all of their milk. Tell the children to leave nothing at their place.	Glasses, juice, Pitcher
Recognizes and identifies points of location: Up - down On - off In - out Open - closed Front - behind Left - right Top - bottom Under - over	Sing songs and fingerplays using concepts of place and direction. Have pupils turn lights off and on. Have pupils turn water faucet on - off. Have pupils put their coats on - take them off. Have pupils stand in front of chair - behind chair. Have the child put cover over the desk - under the desk. Have pupils march to song, stepping first on left foot. Out of colored paper, make footprints and tape to floor. Have pupils walk on footprints -- left, right. Make hands (left and right); tape to door and have child match his right hand to paper hand, etc.	"Let's Do Fingerplays" (Marian Grayson) Number Readiness Children's Music Center

MATH

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	Use right hand to salute flag. Have pupils shake each other's hands.	
Associates number symbols with sets of objects.		
Matches 1 - 5 objects with designated number.	Use picture cards with groupings 1 - 5 and match with felt numbers 1 - 5.	Developmental Learning Materials picture cards
Match group sets 1 - 5 with designated number.	Use flannel cut-outs in groups on flannel board and have pupils place correct flannel board no. beside correct group.	Flannel board Cut-outs and no. (Instructo)
	Place correct number of one-inch cubes on designated patterns of 1 - 5 blocks.	Milton Bradley one-inch cubes
	Place specified number of beads into numbered compartment.	
	Complete Number Puzzles. Match each numeral card with one which correctly illustrates amount.	Teacher-made cards and puzzles

MATH

GENERAL OBJECTIVE: Understands concepts of day, week, month.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Is able to say the day of the week, date, month.	Can say days of week and match them with days of week on flash cards.	Days of week on flashcards
Identifies no. 1 - 5 on calendar.	Have child come up to the calendar, point to the calendar, and say in a sentence: Today is day, month, date, year,	Calendar (Milton Bradley)
Can match day of week, date, month.		
Associates holiday, birthday, and weather with symbols on calendar.	Sings songs of days of week, months, and holidays and special events.	"Holidays" Sing 'N Do Records
	Points to numbers 1 - 5 on calendar.	
	Repeats name of day, date, and name of month pointing to each word as it is said.	
	Matches date on calendar with date on bulletin board.	
	Does rhythmic movements to songs using days of week.	"Here We Go Round the Mulberry Bush"
	Points to symbol on calendar representing particular holiday, special event or birthday and can tell in simple sentence one thing about it.	
	Repeats verses using name of month and weather and events associated with them.	Teacher-made verse.
	SEE ART AND MUSIC FOR RELATED ACTIVITIES	

MUSIC

GENERAL OBJECTIVE: Promote development and efficient use of body through large and small muscle activity done to rhythms, finger plays, songs, games, and dances.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
1. Develop concept of jumping over	September: 1. Jack Be Nimble 2. Johnny Jump-Up	1. Armitage, Theresa, ed. Our First Music. Boston: Birchard and Co. 1941. 2. Deutsch, Elizabeth. Sing 'N Do Songs for Primary Grades. Ridgewood, N. J.: Sing 'N Do Co. 1956. Album 2, 111-2, Side 5, 45 RPM.
3-4. Develop awareness of a time element in getting ready to go somewhere. 5. Develop understanding of greeting others.	3. A Hurry-Up Song 4. As We Go Marching Home 5. Good Morning, Too-da-la 6. Autumn Leaves	3-5. Heller, Ruth, ed. Music Round About Us. Chicago: Follett Publishing Co., 1964. 6. Renstrom, Moiselle. Musical Adventures. Salt Lake City: Deseret Book Co., 1943.
7-11. Develop awareness of a special day and the activities involved.	October: 7. Jack O'Lantern Song 8. Pumpkins on Parade 9. Once I Had A Pumpkin (tune: Did you Ever See A Lassie) 10. Five Little Pumpkins (motions) 11. Three Little Witches (motions)	7. Carter, Jessie. Twenty Little Songs. Cincinnati: Willis Music Co., 1944. 8. Deutsch: see no. 2, Album 5, 503-A, Side 5, 1960. 9-11. Kindergarten: Finger Plays, Action Poems, and Rhymes. Vol. 1 Beaver County Schools, 1968-69.

MUSIC

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Develop awareness of a special day and the activities involved.	November: 12. The Turkey 13. Turkey Song 14. An Indian Song	12. Armitage, Theresa, ed. Our First Music. Boston: Birchard and Co., 1941. 13. Carter, Jessie. Twenty Little Songs. Cincinnati: Willis Music Co., 1944. 14. Deutsch, Elizabeth. Sing 'N Do Songs for Primary Grades. Ridgewood, N.J.: Sing 'N Do Co., 1955. Album 1, Sd-103, Side 3, 45 RPM.
Develop awareness of the joy and happiness of a special day.	December: 15. Christmas is Here 16. Jingle Bells 17. Maybe I'll Find a Kitty Under the Christmas Tree 18. The Tiptoe Elf 19. I'm Glad It's Snowing 20. Silent Night	15-16. Armitage: see no. 12. 17. Deutsch: see no. 14, SD-102, Side 2. 18. Deutsch: see no. 14, Album 2 110-3, Side 4, 1956. 19-20. Pitts, Glenn Watters. The Kindergarten Book. Chicago: Ginn and Co., 1949

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
-27. Develop awareness of weather changes and the understanding of the proper clothing to be worn.	January: 21. Dancing Snowflakes 22. Drip, Icicles, Drip 23. Frosty Snowman 24. Jingle, Jingle, Jingle 25. Snowflakes 26. We Like Snow (tune: Three Blind Mice) 27. Jack Frost	21-23. Armitage, Theresa, ed. Our First Music. Boston: Birchard and Co., 1941. 24-25. Byrand, Laura & Ruff, Edna. Still More Sentence Songs. Cincinnati: Willis Music Co., 1945. 26. Kindergarten: Finger Plays, Action Poems, and Rhymes. Vol. 2, Beaver County Schools, 1968-69
. Awareness of animal differences -30. Develop awareness of making others happy.	February: 28. Wake Up, Groundhog 29. A Valentine 30. Valentine, Valentine	27. Renstrom, Moiselle. Musical Adventures. Salt Lake City: Deseret Book Co., 1943. 28. Deutsch, Elizabeth. Sing 'N Do Carousel of Songs. Midland Park, N.J.: Sing 'N Do Co., 1969. Album 10, 10-4, Side 4, 45 RPM. 29. Heller, Ruth, ed. Music Round About Us. Chicago: Follett Publishing, Co., 1964. 30. Krone, et al. Music 'Round the Clock. Chicago: Follett Publishing Co., 1955.

MUSIC

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
1. Develop awareness of different sounds of wind and its effects.	March: 31. I Am the Wind 32. The Bus	31. Deutsch, Elizabeth. Sing 'N Do Songs for Primary Grades. Ridgewood, N.J.: Sing 'N Do Co. 1956. Album 2, 108-2, Side 2, 45 RPM. 32. Winslow, R. W., Ed.D., and Dallin, Leon, Ph.D. Music Skills for Classroom Teachers. Iowa: Wm. C. Brown Co., 1964.
2. Develop concept of up, down, around, and sounds of the bus. 3. Develop awareness of color and holiday fun. 4. Develop awareness of animal differences. 5-36. Develop awareness of spring happenings.	April: 33. Easter Eggs 34. Rabbits 35. It's Raining 36. Robin	33-35. Armitage, Theresa, ed. Our First Music. Boston: Birchard and Co., 1941. 35. Heller, Ruth, ed. Music Round About Us. Chicago: Follett Publishing Co., 1964. Album 1 Record 10-2, Side A, 33 1/3 RPM 36. Krone, et al. Music 'Round the Clock. Chicago: Follett Publishing Co., 1955.

MUSIC

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
39. Promote fun and socialization.	May: 37. Ring Around the Rosy (game) 38. Little Flowers 39. Itiskit, Itaskit (game)	37. Barnett, Jean. Games, Rhythms, and Dances. Miami: George Stanley Co., 1950. 38. Bryant, Laura and Ruff, Edna. Still More Sentence Songs. Cincinnati: Willis Music Co., 1945. 39. Lloyd, Norman. The New Golden Song Book. New York: Simon and Schuster, 1955.
41. Develop awareness of insects, their sounds and dangers. Develop awareness of growth.	June: 40. Be Careful 41. The Bee 42. The Garden (motions)	40-43. Armitage, Theresa, ed. Our First Music. Boston: Birchard and Co., 1941.
45. Promote development of movement. Promote patriotism.	July: 43. A Skipping Song 44. My Little Puppy (motions) 45. The Swing Song 46. America	44. Deutsch, Elizabeth. Sing 'N Do Songs for Primary Grades. Ridgewood, N.J.: Sing 'N Do Co., 1955. Album 1, SD-105, Side 5, 45 RPM. 45. Deutsch: see no. 44. Album 6, 603, Side 3, 1963.
Develop understanding of jumping, hopping and catching.	August: 47. Come and Try 48. Old McDonald Had A Farm	46-48. Heller, Ruth, ed. Music Round About Us. Chicago: Follett Publishing Co., 1964
48. Develop awareness of animals and their sounds.		

MUSIC

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
To develop many creative and imaginative uses of movement.	Rhythmic Movement Explorations: 1. Problems involving simple locomotor movements. 2. Problems involving movement in space and discovering shapes 3. Problems involving axial and sustained movements. 4. Problems involving parts of the body 5. Problems involving moods 6. Problems involving something seen or done	1. Any waltz music 2. Adventures in Rhythms. Vol. 1, Rhythms Production, 7" L.P. 3. Rhythmic Activities for Primary Grades. Vol. 1, RCA Victor Library for Elementary Schools. 4. Rhythmic Activities, Vol. 1, Bassett and Chestnut, 12" L.P. 5. Rhythm Time #1. Bowmar Records, 12" L.P. 6. Rhythm Time #2. Bowmar Records, 12" L.P.
To promote self-expression	Creative Rhythms: 7. Awareness of rhythm 8. Developing creative rhythm	7. Peer Gynt, Suite No. 1. 8. Murray, Ruth Loveli, Dance in Elementary Education. New York: Harper and Brothers, 1958. 7, 8. Robins, Ferris and Jennet. Educational Rhythmics for Mentally and Physically Handicapped Children. New York: Association Press, 1968.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
promote self-expression	Creative Rhythms: (cont.) 9. Free Responses (7 tunes) 10. Galloping (3 tunes) 11. Marching, Walking, Running (4 tunes) 12. Skipping, Hopping, Jumping (5 tunes) 13. Swinging, Swaying, Tiptoeing (5 tunes) 14. Clapping Hands, Walking, Lumbering Movements, Toy Soldiers, Marching 15. Swinging and Swaying Arm Movements, Flowers, Combination of Movements 16. Walking, Marching, Combination of both 17. Heavy Walking, Birds, and Flowers 18. Trot, Leap, Gallop, Jingle Bells, Skaters Waltz 19. Arches, Skipping, Hopping	9-13. Heller, Ruth, ed. Music Round About Us. Chicago: Follett Publishing Co., 1964. Album L 11, Record 11-2, 33 1/3. 14-19. Novak, Frank, dir. Honor Your Partner, Rhythms. N.Y.: Educational Activities, 1963, RRC 3103, 33 1/3. 20. Deutsch, Elizabeth. Sing 'N Do Songs for Primary Grades. Ridgewood, N.J.: Sing 'N Do Co., 1955. Album 1, SD-106, Side 6, 45 RPM. 21. Deutsch: same as above only: SD-101, Side 1. 22. Deutsch: same as above only: Album 6, 606, Side 6, 1963.
velop body awareness and self-nfidence	Rhythm Songs: 20. Here Comes the Circus Parade 21. I'm a Ding Dong Ding Dong Choo Choo 22. The Drummer's March 23. The Crayon Parade	23. Deutsch, Elizabeth. Sing 'N Do's Carousel of Songs. Midland Park, N.J.: Sing 'N Do Co., 1969. Album 10, 10-6 Side 6, 45 RPM.

MUSIC

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
develop body awareness and lf-confidence through everyday ppenings.	Rhythm Songs: (con'd.) 24. Six Adventures in Learning for Children: a. All About Days, Months, and Seasons of the Year (18 Songs) b. All About Time (15 songs) c. All About Numbers and Counting (12 songs) d. All About Habits and Manners (12 songs) e. All About the Alphabet (14 songs) f. All About Money (17 songs) 25. Clock 26. Faucet 27. Telephone 28. How I Walk 29. Two Hands 30. Engines 31. Bubbles "N" Bells 32. Rain 33. Outer Space 34. Sea Life 35. Halloween 36. Thanksgiving 37. Christmas 38. May Day	24. Gross, Hal. The American Encyclopedia of Learning Through Music. New York: Selroy Music Publishing Co., 1966. (Records 33 1/3). 25-27. Heller, Ruth, ed. Music Round About Us. Chicago: Follett Publishing Co., 1964. 28-31. The Rhythm Hour, Rhythms Production, 7" L.P. 32-34. Playtime Rhythms, Rhythms Production, 7" L.P. 35-38. Holiday Rhythms, Bowmar Records, 12" L.P.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	Rhythm Instruments:	
promote free expression, listening, d movement.	39. Drums and drum beater (beat) 40. Tambourines (sustaining a sound) 41. Sticks (light percussive movements) 42. Paper shakers (wind and rain) 43. Coconut shells cut in half (galloping) 44. Sand blocks (sliding, trains, skating) 45. Bells (light movement) 46. Gongs (sustaining a sound) 47. Whistles (establishing beat) 48. Rattles, shakers or Maracas (falling leaves)	39-48. Clark, Carol E. Rhythmic Activities for the Classroom. N.Y.: The Instructor Publications Inc., 1969.
	49. Cymbals 50. Triangles 51. Jingle Sticks 52. Tone Blocks 53. Autoharp 54. Ukulele 55. Guitar	49-55. Winslow, R. W., Ed.D. and Dallin, Leon, Ph.D. Music Skills for Classroom Teachers. Iowa: Wm. C. Brown Co., 1964.
	56. Individual participation involving the rhythm instruments	
	57. Watching a parade and/or concern	
To develop auditory discrimination.	58. Listen to different sounds of the instruments.	

MUSIC

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
To help children appreciate the use of movement and sevelop self-confidence and body awareness.	Finger Plays: 1. I Wiggle 2. These Are My Hands 3. Little Snowflakes 4. Two Little Apples 5. I'm A Little Teapot 6. Ten Little Fingers 7. Two Little Birds 8. Two Little Eyes 9. Where is Thumbkin 10. Little Robin Redbreast 11. A Little Ball 12. Left to the Window 13. My Pigeon House 14. Join in the Game 15. Ten Little Indians 16. Eency-Weency Spider 17. This is the Church 18. Counting Round (tune: Row, Row your Boat) 19. Head, Shoulders, Knees, and Toes 20. In A Cottage in the Woods 21. Stand Up-Sit Down (tune: chorus of "My Bonnie")	1. Heller, Ruth, ed. Music Round About Us, Chicago: Follett Publishing Co., 1964. 2. Heller: see no. 1, Album L 10, Record 10-1, Side A, 33 1/3 RPM. 3-17. Miller, Mary and Zajan, Paula. Finger Play. New York: G. Schirmer Co., 1955. 18-21. Mississippi. A Handbook on the Theory and Practices of Music for Educable Mentally Retarded Children and Youth. Division of Instruction, State Dept. of Education, 1968, No. 165.

MUSIC

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Promote basic motor activities in games. Promote social participation Develop self-confidence and body coordination. Promote development of the body through large muscle activity.	Singing Games: 1. A Hunting We Will Go 2. The Big Gray Cat 3. Hippety Hop to the Barber Shop 4. Jolly Is the Miller 5. Yankee Doodle 6. Oats, Peas, Beans and Barley 7. Sally Go "Round the Moon 8. Skip to My Lou 9. Sailboat 10. Annie Goes to the Cabbage Patch 11. When I was a Shoemaker 12. The Sleeping Princess 13. Cats and Rats 14. Kitty White 15. Pussy Cat 16. Turn Me 'Round 17. The Swing 18. Seven Steps 19. I See You 20. Lazy Mary 21. Here We Go Round The Mulberry Bush 22. London Bridge 23. Looby Loo 24. The Garden	1-2. Singing Games for Primary Grades, RCA Victor Library for Elementary Schools. 3-15. Singing Games #1, Bowmar Records. 12" L.P. 16-20. Singing Games #2, Bowmar Records. 12" L.P. 21-24. Armitage, Theresa, ed. Our First Music. Boston: Birchard and Co., 1941.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	Singing Games: (con't).	
	25. A Piggily Wiggily Wiggily Pig	25. Deutsch, Elizabeth. Sing 'N Do Songs for Primary Grades. Ridgewood, N. J.: Sing 'N Do Co., 1963, Album 6, 601, Side 1, 45 RPM.
26. Promote awareness of self-care.	26. The Bow Tieing Song	26. Gordan, Ann. The Bow Tieing Song. Oakland, Illinois: Dek-A-Music Co., 1963. No. 120 R, Side 1, R4KB-9481, 45 RPM.
27-34. Developing listening ills.	27. Bounce My Ball 28. Clapping Song 29. Muffin Man 30. Swing, Swing 31. The Merry-Go-Round 32. Did You Ever See A Lassie 33. This is How We Go 34. We'll Hop and We'll Jump	27-34. Heller, Ruth, ed. Music Round About Us. Chicago: Follett Publishing Co., 1964. Album L 11, Record 11-1, 33-1/3 RPM.
	35. Modern Mother Goose (24 songs)	35. LeCrone, Harold and Mary Jane. Rhythm Record. Oklahoma City: Rhythm Record Co., RRC 3103, 33-1/3 RPM.
36. Develop self-confidence.	36. The Farmer in the Dell	36. McConathy, Osbourne. New Music Horizons, First Book. Silver Burdett, 1944.

MUSIC

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	Folk Dances:	
Stress group and individual movement to rhythm (develop socialization and self-confidence).	1. I See You 2. 'Round and 'Round the Village	1-2. First Folk Dance, RCA Victor Album, EPA 4144
	3. Nixie Polka 4. Jump Jim, Ho	3-4. Simple Folk Dances, EPA 4145
	5. Hansel and Gretel 6. Shoemaker's Dance	5-6. Folk Dances for Fun, EPA 4141
	7. Shoo Fly	7. Happy Hour Records 111, Windsor Records A-7S1.
	8. Patty Cake Dance 9. Clap and Tramp	8-9. Folk Dances from Many Lands. Rhythm Productions, CC 607.
Encourage natural and free movements through guided response to music (develop self-expression).	10. Little Duck 11. Magic Mountain 12. Balloons 13. The Toy Tree 14. Flappy and Floppy 15. At the Beach	10-15. Dance-A-Story, RCA Victor 7" L.P.

ART

Arts and crafts can become an integral part of the school program for the Trainable Mentally Retarded. Through a balanced and multi-media approach, a number of general objectives can be achieved. Each activity by its very nature would provide an outlet for emotional release, an opportunity for manipulation, an improved self-concept, a basis for establishing acceptable habits of work, and promotion of social growth. We have arranged the activities according to the various media used and by their range of difficulty.[1] Since each activity carries with it overlapping specific objectives, we have coded the objectives in the following manner to avoid repetition:

1. To develop large muscles.
2. To develop fine muscles.
3. To develop eye-hand coordination.
4. To expand the tactile experience.
5. To develop overall coordination.
6. To experience kinesthetic sensation.

[1]Julia Malloy, Trainable Children, p. 6.

ART

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
1, 4, 5, 6	1) Chalk	Chalk, blackboard, paper of various sizes
	a. Scribbling first on large paper or chalkboard using one color only.	
3	b. Scribbling on wet or dry paper.	
	c. Scribbling with more than one color.	
	d. Scale down paper gradually.	
2	e. Scribble to music using definite strokes in imitating the rhythm.	
1, 4, 5, 6	2) Crayon	Crayons, paper
	a. Scribbling on large paper using one color only (no definite design strokes or purpose).	
1, 3, 5	b. Scribbling on large paper using one color and "naming" the picture.	
2	c. Scribbling to music using one color on a large paper.	See Music
3, 5	d. Scribbling with more than one color.	
2, 3, 4, 5	e. Crayon Lamination. Teacher chips crayons of various colors. Children scatter chips on waxpaper. Place another piece of waxpaper on top and press lightly with a warm iron. Teacher then mounts "pictures" on contrasting colored paper.	Crayon chips and shavings, wax paper, iron, colored construction paper.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
2, 3, 4, 5	f. Crayon Rubbing. Place paper over various objects and rub over it with crayon to create various textures.	Blocks, walls, toys, chalkboard, vents, pipe cleaners, etc. Paper, crayons of various co
2, 3, 5	g. Tracing with crayons. Trace templates first with finger. Trace templates with crayon. (Use simple geometric shapes at first and gradually increase complexity.)	Crayons, templates
2, 3, 5	h. Coloring within lines. Provide simple dittos at first. Make sure outlines are heavy and clear. Gradually increase complexity.	Crayons, dittos, traced pictures.
2, 3	i. Drawing. Make simple pictures related to child's direct experiences.	Paper, crayons. See Arts and Crafts for Slow Learners by Arnel W. Pattemore
2, 3	j. Crayon on other material. Stretch material taunt and apply crayon design heavily. Example: Make placemats as seasonal gifts or for classroom party.	Crayons, material
1, 4, 5, 6	3) Finger Painting.	
	a. First allow child to experiment with water on paper towel, etc. to acquaint him with the feeling of wetness.	Water, papertowels

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	b. Wet paper. Begin with large paper. Experiment using various parts of the body (palms, wrists, fingers, arms, elbows). Begin with large paper and gradually decrease in size.	Paper, either powdered finger paint or teacher-made paint. Use 2 parts liquid starch to 1 part powdered poster paint
2, 3, 4, 5	4) Paper tearing. a. Random tearing b. Tearing paper from magazines c. Tearing with a definite purpose. d. Naming shapes.	Paper
1, 3, 4, 5	5) Poster Painting. a. To cover paper with paint. Use one color only just to get the feel of the brush on the paper. b. Random brush strokes. c. Paint large bold stripes. Next use more than one color. d. Blot painting. Fold paper in half and drop a glob of paint on paper. Refold paper and press. Open paper and press. Open before paint is dry. Gradually use more than 1 color. e. String Painting. Follow same procedure as blot painting. Arrange string on paper after applying paint. Leave one end of string over edge of paper. Refold paper, place book over paper and quickly pull string. Later more than one color can be used.	Paper, poster paint String, paper, paint

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	f. Paint to music. One color only on large paper. Later use more colors and smaller paper.	See Music
2, 3, 5	g. Picture Representation. Paint only one simple object at first.	
2, 3, 4, 5, 6	6) Clay. a. Manipulation - pounding, beating, squeezing, pinching, kneading, rolling, picking it apart, and joining it together. b. Make simple shapes.	Clay, Play-doh
2, 3, 4, 5,	7) Collage Involves pasting shapes, material, etc. Allow them to experiment with paste, with all fingers, one finger and finally a paste stick. Paste on scrapes in random pattern. Then use a definite design.	Paper, paste, material scraps
2, 3, 4, 5	8) Paper a. Pasting pre-cut shapes to make designs Example: decorate greeting cards. b. Tissue paper lamination. Press tissue paper torn in various shapes between two sheets of waxpaper. Use a warm iron. "Picture" can be mounted on colored construction paper.	Shapes, paper, paste Tissue paper of various colors waxpaper, iron, construction paper, paste.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
2, 3, 4, 5	9) Cutting a. Random cutting to allow child to experiment and get the feel of the scissors. b. Cutting on a straight line. Example: make Indian headband from cut strips of paper, using the previously acquired skill of pasting. c. Cut square, triangle, circle, and later ditto papers, etc.	Scissors, paper Colored construction paper, scissors, paste
2, 3, 4, 5	10) Weaving and Threading a. Large poster board with holes. Lace outline of a straight line. b. Gradually increase difficulty of design and decrease size of board and thickness of yarn. c. Lacing cards. d. Use this skill in making small craft projects. Example: Valentine holder. Lace together 1-1/2 paper plates to form a pocket. Decorate with crayons or paint.	Yarn, poster board

SOCIAL SKILLS

Yes = Can Do
No = Can Not Do
N/A = Not Applicable

Child's Name	To Share With Others			To Respect the Proper- of Others			To Cooperate With Other Children			To Participate in both large and small groups			To Assume Responsibility for a Small Task			To Display Acceptable Table and Social Manners			To Verbally Associate Object with Name			To Demonstrate Awareness of Other Children		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

SOCIAL SKILLS

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	To Communicate With Another Child			To Play By Self Without Interaction			To Work or Play With Other Children			To Take Turns																	
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

SELF-CARE SKILLS

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Manages Clothing Dressing			Manages Clothing Undressing			Manipulating Zippers			Snaps			Buttons			Buckles			Lacing			Identifying Clothing Different Weather		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

SELF-CARE SKILLS

Yes = Can Do No = Can Not Do N/A = Not Applicable	Dressing for Different Occasions			Care of Nails			Bathing			Cleaning Tub or Shower			Care of Hair			Uses Spoon			Uses Fork			Uses Knife		
Child's Name	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

SELF-CARE SKILLS

Yes = Can Do No = Can Not Do N/A = Not Applicable	Uses Napkin			Recog-nizes Foods			Toilet Trained			Safety Others			Safety in Home and School			Travel Safety			Recognizes Safety Signs			Recognizes Safety Helpers		
Child's Name	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

GROSS MOTOR SKILLS

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Awareness of Body Parts Y N NA	Locate body parts and know what the parts can do Y N NA	Control and Coordination of body parts when performing gross motor activities Y N NA	Realization of Position in Space Y N NA								

FINE MOTOR PERCEPTION

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Recognizes Visual Shapes Y N N/A	Recognizes Varying Sizes of Objects Y N N/A	Recognizes Different Colors Y N N/A	Discriminates Shapes and Colors when Combined Y N N/A	Recognizes Families Or Groups Y N N/A	Ability to Remember a Visual Sequence Y N N/A

FINE MOTOR PERCEPTION

	Ability to Discriminate Tactile Sensations			Ability to Discriminate Taste Sensations			Ability to Discriminate Olfactory Sensations			
	Y	N	N/A	Y	N	N/A	Y	N	N/A	

AUDITORY PERCEPTION

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Ability to Coordinate Eye-Hand Movements Y N N/A	Ability to Receive and Differentiate Sounds Y N N/A	Realizes Where Sound Is Coming From Y N N/A	Ability to Remember What is Heard Y N N/A	Ability to Understand Spoken Words and Carry out Instructions Y N N/A	

LANGUAGE ARTS

Yes = Can Do
No = Can Not Do
N/A = Not Applicable

Child's Name	Imitates Sounds Communicates Needs			Listens, Responds to Visual Stimuli			Begins to Associate Objects with Names			Improved Eye-Hand Coordination			Distinguishes Edible and Non-Edible Items			Knows Name, Recognizes Written Name, Construction of a Simple Sentence								
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

MATH

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Can Draw A Shape			Can Identify Specific Shape			Can Name A Specific Shape			Can Trace A Shape			Can Match Shapes			Can Select A Specific Shape			Can Trace A Number			Can Write Numbers 1-5		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

MATH

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Can Count 1 - 5			Can Match Numbers 1 - 5			Can Discriminate Numbers 1 - 5			Can Match A Number With A Group Of Objects			Matches 1 - 5 Objects With Designated Number			Matches Group Sets 1 - 5 With Designated Number								
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

MATH

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Is Able to say day of week, date, month Y N N/A	Identifies 1 - 5 on Calendar Y N N/A	Can Match Day of week, month, date Y N N/A	Associates holiday, birthday, and weather with symbols on calendar Y N N/A	Recognizes Differences in Size Y N N/A	Recognizes Differences in Amounts Y N N/A

MATH

	Recognizes and Identifies Points of Location Y N N/A	Teach Pupils to Count from 1 - 5 in Sequence Y N N/A	Teach Concepts 1 - 5 by Manipulating Objects on a One-one basis Y N N/A	Counting Objects from 1 - 5 terminating at correct no. Y N N/A	Recognizes numbers from 1 - 5 Y N N/A	

MUSIC

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Enjoys Musical Activities			Listens Well to Music			Expresses Self Through Music Verbally			Expresses Self Through Music In Movement			Has Self-Confidence (Participates in musical activities)		
	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A

MUSIC

	Is Aware of Body and its Movement			Socializes With Others Through Music			Is Aware of a Special Day From a Regular Day			Hears Instrument Differences			
	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A	

ART

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Scribbling With Chalk One Color Y N N A	Scribbling Wet or Dry Paper Y N N/A	Scribbling More Than One Color Y N N/A	Scribbling To Music Y N N/A	Scribbling Crayon-Large Paper One Color Y N N/A	Color Lamination Y N N/A	Crayon Rubbing Y N N/A

ART

	Tracing With Crayons			Coloring Within Lines			Drawing From Child's Own Experience			Crayon on Various Materials			Finger Painting Orientation			Finger Painting			Paper Tearing		
	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A

ART

	Poster Painting One Color			Poster Painting Random Strokes			Blot Painting			String Painting			Paint to Music			Picture Representation			Clay Manipulation		
	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A

ART

	Clay Simple Shapes			Collage			Pasting Paper			Random Cutting			Cutting Straight Lines			Cutting Shapes			Printing Fingertips		
	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A

ART

Yes = **Can Do**
No = **Can Not Do**
N/A = **Not Applicable**

Child's Name	Printing Gadgets			Printing Clay			Weaving			Threading														
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

Intermediate Curriculum

COMMUNICATION SKILLS - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To Develop Listening Skills

Specific Objective	Experiences and Activities	Resources
Demonstrate awareness of sound.	I. The child should at intervals be given an informal test to determine whether he is aware of sound.	I. Any sudden noise loud enough to make the child jump. Songs which include his name. Music boxes to crank.
Develop acuity.		
1. Move toward source of sound without seeing it.	1. A responsive child is asked to find a bell which the teacher or aide rings. Gradually include more reluctant children; change noise maker; let children begin to control noise maker; blindfold child as confidence increases; blindfold entire group, working in well cleared space. Use animal sounds, hand clap, etc.	1. Bells, drums, whistling toys, toy locomotives - anything which is available in classroom or on playground.
2. Differentiate and simply indicate change in pitch, loudness and softness.	2. Use any available instrument. Strike high and low notes. At the time a note is struck, say the proper word - high, low, loud, soft. With high ask children to stand with arms high. With low, ask them to bend low. (This overlaps physical education and spatial awareness.) If necessary, use flexible dolls or pipe cleaner figures to develop concepts of position. Extend this activity.	2. Advantage, Raymond Fournier and Vincent Presno Prentice Hall, Inc. Communication Skills, Beaver County Special Pupil Services Beaver, Pennsylvania

COMMUNICATION SKILLS - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
Develop sound discrimination.		
1. Recognize and identify sounds produced in the environment. (immediate)	1. Game: What Is it? (Paper being torn, water poured, stick broken, maracas, jingle bells, etc.) If child does or does not have speech, actual objects and materials may be available for him to point out. Later, flocked pictures, felt cut-outs, and ordinary pictures may be used. Game: I Hear Something. (Listening and observing) "Be very still and listen. Can you hear the wind?" Birds, trains, airplanes, etc. provide opportunities for this game.	1. Peabody Language Development Kit, K Records: Learning Basic Skills Through Music, 1, 2, 3 Educational Activities Co. Let's Listen Classroom Materials, Inc.
2. Identify common sounds heard in home, in a city, on a farm. (involving memory)	2. Games Field trips Simple dramatics Sounds in a story Television	2. Records: Song Dramatizations for Children Classroom Materials, Inc. Eye Gate Series Invitation to Story Time Scott, Foresman & Co.
3. Identify (say yes or no or nod yes or no) words that have the same beginning sound or ending sound.	3. Teacher says two words with same beginning sound, as Donald Duck. Children respond "yes" (with encouragement). Do many yes pairs and then try a no pair and help them respond so they will be sure	3. Peabody Language Development Kit K or/and 1 Raised Alphabet Puzzles Playskool (Constructive Playthings)

COMMUNICATION SKILLS - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
3. (cont'd)	to give correct response. Go very slowly, using puppets, pictures, any kind of enrichment, and much operant conditioning. After several weeks of work with beginning sounds, ending sounds may be tried. Use the same careful, enriched approach. A good activity is finding pictures with names that begin with the same sound and pasting them on a large sheet of cardboard to make a type of collage. (Much help and supervision will be needed for this kind of "word fun.") Game: I Can Hear It. Child is verbalizing his response in a more complex way. Clock songs, bell songs	Catalogs and magazines for finding pictures of objects with names that begin or end with the same sounds. Use color chips from Peabody Kit for rewards. <u>Play and Sing</u> Action Song Book for Kindergarten and Primary Hayes School Publishing Co.
4. Indicate in some manner recognition of a phoneme following a verbal stimulus. (Overlaps visual)	4. Games: SHOW - Children have a few cards on their desks with capital letters. When teacher names a letter, they hold up the proper card. Early developmental activities should be conducted for each letter sound, as n-n-n said by teacher, aide, and child, if verbal. Make letter with clay; in wet sand; trace with finger over black paper letter, then over sandpaper letter; say the	4. Clay Sand Flocked letters Black paper letters 3 x 5 cards with capital letters in black. Sandpaper letters Materials for rewards

COMMUNICATION SKILLS - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
4. (cont'd)	letter name. FIND - This game is similar to SHOW, but cards are on chalk tray, requiring the child to move to the tray, pick up the proper card, and hold it up.	
5. Discriminate between words which do and do not contain a specific sound of a phoneme.	5. Teacher makes the sound n-n-n. Children make the sound. Teacher says word containing the sound. Children respond with yes or nod if speech is inadequate. Later the teacher should interject words which do not contain the sound. Fun and rapport are the secrets of this activity.	5. Records: Fun With Speech Encyclopedia Britannica Films Teacher-made tapes which can be used by aide or independently by more advanced pupils.
6. Think of and say words which contain a specified sound.	6. The teacher can write the words on the chalkboard if they "fit." If the children experience too much difficulty, keep repeating the sound for them. Getting a word placed on the board is sufficient reward. It may be possible to use teams after much practice.	6. Objects and pictures on display to stimulate the children's thinking.

COMMUNICATION SKILLS - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
7. Recognize and indicate words that rhyme.	7. The teacher says pairs of words which do or do not rhyme. The children give a yes or no response. Developmental work for this skill should include reading of familiar rhymes, pausing to let children supply the rhyming word. Language Master may be used for reinforcement with pictures of objects whose names rhyme and with words recorded.	7. Language Master Nursery Rhymes Pictures with names that rhyme Rhyming Picture Cards, Instructo (Constructive Playthings) Invitation to Mother Goose and Other Poems (record) Scott, Foresman & Co.
8. Orally match rhyming words	8. The teacher makes chants of rhyming words, repeated for fun - as may, day, pay, say, bay, gay, hay. Children are rewarded if they can repeat and make "word songs."	8. Michigan Language Program Listening Script Book Smith and Smith Learning Research Assoc., Inc.
9. Carry out a simple series of oral instructions.	9. The teacher or aide gives a verbal series such as "Touch your nose and jump"; "Close your eyes and clap your hands." Increase the difficulty. Game: The old favorite, Simple Simon, is excellent for this.	9. Records: Fun With Speech Series of Albums Encyclopedia Britannica Films Math Made Meaningful Vol. 1 Classroom Materials, Inc.

Specific Objective	Experiences and Activities	Resources
9. (cont'd)	Mathematics and directionality can be incorporated by using instructions such as, "Put your hands up and take four steps this way." The teacher works with her back to the children for this. Later the instructions can be, "Put your hands up and take four steps to the right (or left)."	
IV. Develop skills in sustained listening.		
1. Listen to a story and tell what the story was about, not necessarily in a complete sentence.	1. The teacher or aide should read a very short story. Ask a child to choose a picture (among a few on display) of what the story was about. Encourage conversation about the picture and the story. Gradually move to longer stories and a larger selection of pictures from which to choose. "Do" (dramatize) the story which has been read using puppets.	1. Peabody Language Development Kit K or 1 Teaching Pictures Resource Sheet Objectives David C. Cook Publishing Company Puppets Songs for the Flannel Board David C. Cook Publishing Company

COMMUNICATION SKILLS - INTERMEDIATE LEVEL

Specific Objectives	Experiences and Activities	Resources
2. Recognize and name voices of close associates.	2. Develop this with games and songs. Use play telephones with a screen between. Use the teaching kits made available by Bell Telephone Company. One child is outside room or behind a screen.	2. Peabody Language Development Kits Bell Telephone Company Toy telephones Walkie-Talkie Trainable Children Julia S. Molloy -p. 25
3. Comprehend material presented at different speeds.	3. Any of the above activities may be speeded up or slowed down to accomplish this objective.	3. Records: Health & Safety Through Music Good Manners Through Music Stanbow Productions, Inc. Valhalla, New York Exploring the Rhythm Instruments Classroom Materials, Inc. Consult catalogs of Regional Materials Centers
	N.B. "Before an attempt is made to teach receptive language to young trainable children, it is important to determine the status or level of the child's receptive language development. It should be recognized, however, that assessing receptive language in children with low verbal ability is a difficult task. There are several problems... Due to one or a combination of these problems, they may respond to the	Reference: "Systematic Language Instruction: An Approach for Teaching Receptive Language to Young Trainable Children," by James Chalfant Girvin Kirk Kathleen Jensen Published in Teaching Exceptional Children, Fall, 1968.

COMMUNICATION SKILLS - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	test items inappropriately, incorrectly, or not at all... The following assessment procedure... (procedure is outline)."	

COMMUNICATION SKILLS - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To Develop Speaking Skills

Specific Objective	Experiences and Activities	Resources
Listen and produce an appropriate vocal response.		
1. Imitate spoken sounds. (Immediate response)	1. Teacher speaks a sound. The group speaks the sound. Volunteers speak the sound and are rewarded with a token. After three sounds have been presented, all children who have two tokens get a coveted reward. The number of sounds per session and the number of tokens required can be gradually increased as the weeks go on. All sounds represented by the alphabet should be used with no mention of the letter name in these sessions.	1. Peabody Language Development Kit (Color chips for tokens) Food and other rewards of high motivational quality. Records and tapes may be used for variety and enrichment.
2. Imitate animal and other environmental sounds with source not visible (memory)	2. Game: How does the ____ sound (cat)? It may be better at first to let the group chant the answer. Later, individuals can respond. Use sounds of machines, weather, etc.	2. Live animals Toys Records: Fun With Speech
3. Use words appropriately to name objects in the environment.	3. Every possible sensory stimulation should be made available to the child. He should be able to see the object, feel its contours, hear the teacher say its name, see the teacher say its name, feel himself say the name,	3. Peabody Kits Toys, Household Articles, Art Materials, Cleaning Equipment, Pets, Paint Samples, Playground Equipment, Catalogs, Children's clothing, Rote and Purposive Counting, Foods, Helpers.

Specific Objective	Experiences and Activities	Resources
3. (cont'd)	hear himself on tape if a tape recorder is available. All practices used with hard-of-hearing and visually handicapped children can help the retarded child. Reproduction of the first syllable is acceptable at first. Use a table easel for pictures as many children experience difficulty focusing their eyes upon flat material.	Flocked pictures, Colored pictures, black-and-white pictures. Molloy, Julia S. Op Cit.
Conceptualize with words.		
1. Classify familiar objects.	1. "Find two things with wheels; find three things to write with; show me two things to eat." Require a verbal response as well as the action. Progress from real objects to pictures and increase the difficulty. Julia S. Molloy describes a project with a doll house and furniture which involves conceptualization, auditory memory, verbalization, and other language arts skills.	1. Any classroom materials Toys Food Clothing Pictures (Children cannot always decode pictures) Catalogs Trainable Children, Julia S. Molloy
2. Verbally identify an action.	2. Game: One child performs an action. Others say word as "jump." Difficulty is increased by using pictures of people and animals in action. Children select the ones which fit a spoken action word.	2. Peabody Language Development Kit #1 (Action pictures)

COMMUNICATION SKILLS - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
Attempt to repeat a complete sentence spoken by another.	Game: I Can Say It Too. Teacher says a very simple sentence. One child is asked to repeat it. If all words are attempted, reward at once. Increase the length of sentences and involve the less able pupils according to their ability.	Echo Records Tapes Language Master Pepe and Mimi Series Listen and Help Tell the Story Bernice Wells Carson Time for Poetry May Hill Arbuthnot
Speak intelligibly. 1. Enunciate 2. Speak with expression 3. Use proper voice quality. 4. Employ some rhythm.	Acting out stories Choral Speech Talking to one who is near; talking to somebody who is across room or playground. Counting out rhymes	Let's Do Fingerplays Marion Grayson
Speak with complete sentences. 1. Repeat a sentence spoken by another. 2. Use complete sentences in expressing needs or wishes.	This objective has been incorporated into many of the preceding activities. It should be a part of the daily life experience, tempering it to the child's severity of handicap.	Puppets Peabody Rebus Reading Program Talking Page Echo Records Experiential Development Program Three Big Books and Pupil's Independent Activity Books. Benefic Press

COMMUNICATION SKILLS - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
Use increasingly complex sentences.	Work with riddles spoken by teacher. Move to asking children to describe something for the others to guess. "It is round and red and smooth." Number concepts may be worked into this activity. A child who can use sentences may tell a story while a more verbally handicapped child puts the pictures on the flannelgraph. Dressing up in costumes and acting like puppets are two good activities. Work with material and social rewards, with high expectations, great enthusiasm, and NO PRESSURE.	All classroom occurrences Pictures to stimulate conversation (Newspapers are good source). Experiential Development Program in Social Science. Benefic Press (Purposive counting is incorporated.) Puppet Playmates (Instructo) Constructive Playthings Flannel Board Stories (Instructo) Constructive Playthings

COMMUNICATION SKILLS - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To Develop Gesturing as a Communication Skill

Specific Objective	Experiences and Activities	Resources
Use large motor gesturing skills appropriately and with pleasure.	I. Act out simple charades: brushing hair, waving, eating, brushing teeth, driving bus. Imitate actions of individuals or animals known to the child. Learn and repeat gestures with a song or poem. Stand properly for the Star Spangled Banner. Imitate a rhythm given by another person (clap, clap, pause, clap). Clap and/or march to music. Increase the difficulty of the patterns and rhythms. Let a child direct the others as they sing. Pantomime Nursery Rhymes and familiar stories while teacher or aide reads. Perform exercises with and without equipment. (Overlaps physical education.)	I. Peabody Language Development Kits K and #1 The Basic Concept Inventory A Teacher's Manual and Kit Siegfried Engelmann The Magic of Music - 1965 Ginn & Co., Inc. Advantage Raymond Fournier Vincent Presno Prentice Hall, Inc. Record: Developing Body-Space Perception Motor Skills Classroom Materials Company
Use fine motor skills in gesturing.	II. Begin by making faces - funny, mad, happy, scared, etc. Develop the use of this skill in dramatics. Use fingerplays. Game: Statues Use all kinds of action songs. Game: Changeable Charlie (interchangeable features) can be purchased or teacher-made. The teacher can describe a situation, as "Your Mother gave you a dish of chocolate pudding. Would you look happy or sad? Show us." One child can show and others describe how he feels.	II. Purchased or pupil-made masks. Peabody Language Development Kit #1 Changeable Charlie Game (Playskool) Constructive Playthings

COMMUNICATION SKILLS - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To Develop Visual Skills

Specific Objective	Experiences and Activities	Resources
Demonstrate visual acuity.		
1. See in focus at reasonable distance.	1. Give the child a pointer such as a yardstick. Place a candy on a flat surface. Let him try to touch with the stick. Success in two tries gets the "goody." Watch his eyes for squinting or closing one. Put a pin of a familiar animal on your dress. Face the child. Ask, "What do I have on my dress?" Point to the pin. Project a picture out of focus. Bring into focus. Ask, "What is it?" Object must be somewhat small and very familiar. Use pairs of simple identical pictures (cut from old reading books or magazines) mounted on cardboard. Hold up one and ask child to walk to chalk tray and select one just like it. Observe his procedures.	1. Pointers, yardsticks, candy Slides Film strips Pairs of pictures which are identical. Inexpensive pins of animal shapes.
2. See in focus at distance required for reading and other desk work.	2. Observe child as he counts dots. If his finger does not hit the dot, suspect acuity. Practice with larger objects spaced farther apart, and then go back to dots. Ask the child to put a needle through the holes in a button. If other motor skills are good and he cannot hit the holes, suspect acuity. Discuss faces of children in pictures and observe whether the child sees smile, frown, etc.	2. Lacing Cards from Developmental Learning Materials Sewing Cards Punch and Paste Books Beginning Pictures and Patterns Marianne Frostig

COMMUNICATION SKILLS - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
3. Move eyes to follow a moving object - horizontally, vertically, obliquely, circularly.	3. Ball games of all kinds; blowing soap bubbles and watching them; blowing a feather or a milkweed seed (breath control here). Use a puppet. Sit facing the children. Say, "See if you can look at the puppet all the time." Observe eye movements as you move the puppet. Watch for head movement. Aide may help a child by holding his head gently but firmly. Attach pictures or actual objects to chalk board with tape in widely separated positions (5 or 6 feet horizontally and height of chalk board vertically). Sit facing the children. Say, "Look at the ball; look at the box; look at the car, etc." This is fun and can be repeated many times. Suspend a ball. Start it swinging. Child taps it gently each time it goes past. (Motor here)	3. Balls suitable for rolling and throwing. Light objects which can be moved by breath. Puppets Objects from Peabody Language Development Kit K Level Other small objects such as balloon, box, small car, etc. A ball suspended at eye level.
Develop visual perception.		
1. Classify by appearance.	1. Children should practice sorting objects by shape, color, details; sorting coins, sorting pictures; finding and marking pictures that are alike on a page.	1. Difference Puzzles (Playskool) Noah's Ark Game Ceramic Tiles Desk Supplies like clips, tacks, paper fasteners, etc. Readiness Books

Specific Objective	Experiences and Activities	Resources
2. Classify by use, one quality, part-whole relationship, etc.	2. Employ much conversation in developing this type of perception. Excellent activities are suggested in the resource materials listed in the next column.	2. Advantage. Fournier and Presno. "Materials for Stimulating the Speech and Language of Handicapped Children," Don G. Sandy and Jay M. Rotberg. Teaching Exceptional Children, Volume 2, Number 1. (Fall, 1969)
3. Demonstrate good figure-ground perception.	3. Filmstrips Chart pages - Have drawings with, for instance, a red dot in a triangle and a dot of another color outside the triangle. Ask what color dot is inside. Use various colors and sometimes have no dot in the triangle. Proceed with other shapes and then with overlapping shapes. For nonverbal children, the response can be made with cards which each child has. He holds up the card that matches the drawing.	3. Classroom Materials
4. Demonstrate perceptual constancy: color, size, shape, brightness.	4. Filmstrips Chart pages -A form is pictured in upper part of chart; lower part has several forms. Ask, "Is this also down here?" Stimulus forms are gradually increased in number. It	4. Classroom Materials Beginning Pictures and Patterns. Marianne Frostig Wire forms Stencils Workbook pages

Specific Objective	Experiences and Activities	Resources
4. (cont'd)	may be necessary to introduce these activities by working with wire forms and stencils.	
5. Make visual comparisons.	5. Use jigsaw puzzles from very simple to more difficult; parquetry blocks to be fitted into holes; parquetry designs on paper to be matched with blocks; designs on paper to be duplicated on a pegboard. Parquetry pieces can be glued on cardboard to make designs for matching. The teacher or aide can make a peg design on one board and let child duplicate it on another. Use all kinds of blocks, snap-together toys, ice cream stick construction. Have child arrange cubes in a pattern to match the teacher's or another child's arrangement.	5. Developmental Learning Materials Co. Shapes Lotto (Playskool) (Constructive Playthings) <u>Beginning Pictures and Patterns.</u> Frostig Readiness books of any basal series. Whole-Part-Whole Puzzle (Playskool) Constructive Playthings The Cuiscnaire Geoboard
6. Duplicate a simple pattern.	6. Activities for this are given above. String beads to match a pattern. Draw lines from dot to dot to duplicate a given pattern.	6. Continental Press, Inc. has many good materials of this kind.
7. Indicate depth perception.	7. Ball games Filmstrips Frostig materials	

COMMUNICATION SKILLS - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
8. Note and point out complete reversals.	8. Arrange three toy animals, cups, pitchers, etc., so that two face one way and one is reversed. Work from this simple beginning to more complex arrangements and then to pictures.	8. Toy or real dishes Toys Perception Plaques Playskool
9. Note and point out reversed details.	9. Duplicated sheets of designs.	9. Continental Press, Inc.
10. Find and mark words which are alike.	10. Newspaper headlines are a good source of words. Any readiness books may be used. Teacher-prepared word cards may present utility and safety words.	10. Readiness books
11. Perceive and draw with closure.	11. Draw triangles, circles, squares, and (doubtfully) diamonds after much work with shapes.	11. Templates and stencils
12. Perceive and indicate the position of two or more objects in relation to each other and himself.	12. Use games involving up, down, above, below, close to me, far away, etc. (Overlaps motor skills.)	
13. Observe and point out detail - differences: color, size, shape.	13. In this activity, use materials and experiences already listed and encourage the child to verbalize the differences.	

COMMUNICATION SKILLS - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
14. Demonstrate knowledge of whole and detail.	14. Give the children pictures with a part missing. The child adds the part and verbalizes the action. Cut pictures of birds and animals into three parts. Mix. The child matches the parts.	14. Readiness books Teacher-prepared materials
Improve visual memory.		
1. Point out objects requested. (Long term visual memory and short term auditory memory)	1. Use any materials available in the classroom. Most teachers have many games for this, and the Peabody Kit Manuals supply more.	1. Filmstrips Slides Collections of pictures Peabody Language Development Kits
2. Sort objects and pictures after one <u>verbal</u> request.	2. Example: Provide a box of marbles and blocks mixed. Say, "Put all the marbles in a box and all the blocks in the basket." Be sure to provide an extra box. This activity is a good one for "chore time" when there will be plenty of things to sort and put away.	2. Noah's Ark Game (Constructive Playthings)
3. Demonstrate visual memory for shape and arrangement.	3. Arrange a few objects on a tray. Let the child observe the tray for a few seconds. Cover the tray with a cloth and rearrange the objects. The child puts them "the way they were." This is an old game but it shows the type of activity.	3. The Manual for Peabody Language Development Kit #1 gives many games for this. Filmstrips Ingenuity

COMMUNICATION SKILLS - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To develop communication skills through tactile, kinesthetic, gustatory, and olfactory means.

Specific Objective	Experiences and Activities
Recognize through touch alone.	The child practices tracing geometrical forms with finger while eyes are closed and naming the form. The teacher can incorporate into this activity concepts of same-different, big-small, hard-soft, how many, heavy-light, long-short, smooth-rough, hot-cold. Common objects may be put into a bag. The child puts his hand in and names the objects or describes them as he feels them. The teacher asks the child to close his eyes. She then touches his arm, knee, chin, shoulder, asking him to identify the part touched each time.
Recognize familiar figures from tracing.	Trace shapes in heavy cardboard, wood, wire, or plastic. After the child has done this several times, the teacher traces one of the shapes on his back. He identifies the shape - verbally if possible.
Identify odors.	Begin with odors of common things like onions, cooked bacon, etc. Increase difficulty, and develop this as a source of enjoyment. The fragrance of flowers, freshly cut grass, spices, fresh bread, and pine are a few suggestions. Odors of dangerous materials may be included in safety education.
Identify materials by taste.	Begin with materials such as sugar, salt, orange juice, butter, and jelly. Develop this skill as far as possible, but use caution. The children may want to try paint, detergent, etc.

PERSONAL AND SOCIAL COMPETENCE - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To help the child develop a better self-concept and social acceptability through accomplishments in self-control, cooperation, good manners and citizenship.

Specific Objective	Experiences and Activities	Resources
1. To develop better adjustment to a group situation.	Participation in group activities, e.g., musical games, waiting own turn in circle games and class activities Sharing with others in the schoolroom, playground, lunchroom and parties Helping others in a group activity-sharing work responsibility, helping in the clean-up after a social activity, closing window, collecting papers, acting as a leader. Listening and following directions given to the group. Acceptance of criticism. How to be a "good loser."	Any school room equipment Musical games, records, checkers, dominoes, peg boards, finger paints, TV, radio. Any playground equipment. Swings, monkey bars, see-saw. Any lunch room equipment Straws, napkins, milk Films: A Good Loser Let's Share With Others We Play and Share Together OKLAHOMA FILM DEPOSITORY Songs: Farmer in the Dell Miss Lizzy Helping & Sharing

PERSONAL AND SOCIAL COMPETENCE - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
2. To develop acceptable behavior in social situations	Interaction with people through field trips, bowling, swimming, movies, TV, church, school, shopping. Verbal review of desirable behavior. Demonstrations of acceptable behavior before each outing on field trip. Speaking in a group in the proper volume and tone of voice. Thoughtfulness and consideration of others. Teacher should stress kindness, courtesies, manners and language. Proper use of facilities in a social activity - sidewalks, water fountains, traffic lights, trash cans, busses, lavatories, escalators, elevators, etc. Respect for the property of others	Visits from persons outside the classroom. Trips to the firehouse, zoo, bowling alley, park, laundromat, department stores, airport, farm, picnic grounds, etc. Hats, purses, etc., for dressing up (Role Playing) Safety posters Materials and pictures pertaining to each particular field trip

PERSONAL AND SOCIAL COMPETENCE - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
3. The ability to exhibit self-control under pressure.	The child's listening and responding to simple commands.	
	Learning to conform to a routine and participation in group activities for a short period.	
	Assignment of desk and school materials to the child - his ability to remain with them until a logical request is made.	Isolation booth or corner for discipline
	Controlling of temper. Teacher should give gentle but firm reminders. Isolate from group. Positive approach should be used.	Film: Bully (OKLAHOMA FILM DEPOSITORY)
	Teacher's verbal attention to good self-control.	
	Participation in group activities suggested to him.	
4. To develop acceptable use of leisure time.	Orient the child to the recreational facilities offered by his community. Visit playgrounds, ball parks, museum, library, movies, etc.	Local facilities usually within walking distance
	Help the child to gain experience and confidence in handling himself safely outside of school. Demonstrate basic rules for swimming,	

PERSONAL AND SOCIAL COMPETENCE - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
4. (cont'd)	pedestrian safety, use of play equipment, fishing equipment, etc.	Play equipment, bat, balls, gloves, fishing rods, tennis shoes, tickets for ball games, bicycles
	Participate in school physical education program.	
	Illustrate with magazine or catalog picutres the proper recreational clothing for various activities and seasons.	Magazines, catalogs pictures, posters. Books, experience charts Newspapers, Sports Illustrated, Field & Stream, Holiday, Life
	Practice basic first aid procedures for cuts, bites, etc.	Bandaids, cloth
	Orient the child to various equipment, types of balls, uniforms, related to each sport	Baseball, basketball, football, volleyball, hats, helmets, rackets, shoes
	Choose teams for simple games (baseball, volleyball) rotating captains	
	Demonstrate proper manners in movies, at a ball game and other public places	Tickets, boxes of popcorn, drinks

PERSONAL AND SOCIAL COMPETENCE - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
5. To develop acceptance of change of routine	Explain to the class ahead of time Ex. ("When ___ we are going to ___.") Allowing the child time so change will not be too abrupt.	
	Any change in routine or schedules should be introduced or explained before carried out, if possible.	
	Make slight changes in routine during the day.	JOB CHART (Helping Hands change weekly) or daily
	Change seating arrangement for different activities	
	If necessary, practice changes on new routines before they happen	
6. The beginning development of self-confidence in public.	Learns how to greet visitors, offer a chair, take a visitor's coat.	Role playing - hats, coats, umbrellas, chairs
	Learns how to introduce people	Mirror
	Understands the concept of "friend"	Film: Johnny Learns His Manners (OKLAHOMA FILM DEPOSITORY)
	Delivers messages to another teacher or to the principal's office.	Envelopes, packages
	Helps keep school clean and attractive	Brooms, waste baskets

PERSONAL AND SOCIAL COMPETENCE - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	F. Learns and observes school rules of behavior in halls, stairs, cafeteria and fire drills.	Dandy Dog Early Learning Series Story - Just Ask
	G. Knows appropriate foods for different meals.	Flannel boards, posters, bulletin boards, Peabody Learning Kit.
	H. Answers and uses the telephone properly (Role Playing)	Mirror Large black telephone. Holes are large. TELEPHONIA
	I. Can give his address, street number, street, city.	People Puppets (Constructive Playthings) Kansas City, Missouri
	J. Is careful with his clothing, knows when they are soiled or torn	Puppet Playmates (Instructo Materials)
	K. Understands concept of paying money for goods and services	Play money, store counter, props
	L. Plans and participates in actual shopping trip	
	M. Identifies common vehicles of transportation by name	Posters, magazines, clippings, field trips
	N. Recognizes dangers of going off with strangers	Film: Dangerous Stranger State Policeman

Specific Objective	Experiences and Activities	Resources
	Knows most important holidays and why they are observed.	**Holiday ornaments and decorations** **Role Playing** Records: 1. Good Manners Through Music (Stanbow Productions, Inc., Valhalla, New York) 2. Songs for Children with Special Needs (Bowmar Records, Inc., Burbank Blvd., North Hollywood, California) 3. Folkway Records 4. Learning Basic Skills Through Music (Educational Activities Co., Freeport, Long Island, New York) Books: Our Youngest Goes to School by Rosalie Farley. New York: The University Publishing Co., 1953.

PHYSICAL DEVELOPMENT
GROSS MOTOR COORDINATION - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To increase self-awareness, body concept, sense of achievement, and feeling of self-worth through physical activity.

Specific Objective	Experiences and Activities	Resources
To demonstrate proper posture in walking and skill in walking	Walking Barefoot - Children take off shoes and socks with help of aide and teacher (1) Children stand with head up and shoulders back (2) Children walk on floor through sand, sawdust, water, pebbles (3) Children follow a specific path on the floor (4) Children walk on a beam (5) Children walk on a line formed either by masking tape on floor or chalk (6) Those less proficient should be worked with individually in standing erect, swinging arms and moving legs	Bag of sand Bag of sawdust Small wadding pool Masking tape Balance beam and blocks Cut out footprints taped to floor Chalk Bag of pebbles or gravel
	Walking Forward and Backward Children line up along a line (1) Children walk toward a mark on the wall (2) Children walk with an eraser on their head to a point and turn around and walk back (3) Children walk up steps and down (4) Children walk on curved path (5) Walk on beam holding rod (6) Walk backward on a predetermined course (7) Walk backward on a curved path (8) Walk backward up and down stairs (9) Walk backward on beam and hold rod	Masking tape Picture Balance beam Bamboo pole Erasers Portable stairs

PHYSICAL DEVELOPMENT
GROSS MOTOR COORDINATION - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	Variations in walking skills Organize children for group activity (1) Line up and have children take one step to right side then to the left, several steps to the right, then several to the left, cross right foot over left and move that direction, then change direction *(2) Imitate animal walks (a) rooster - strut, flap elbows (b) bear - legs stiff (c) elephant - swing clasp hands (d) ostrich - hold ankles (e) duck - hands out in back to form tail (f) monkey - scratching motion while moving (3) Musical activities (a) Ring-a-round the rosies (b) Musical chairs (c) Marching (d) Marching and rhythm instruments (e) Looby-Lo (f) Did You Ever See a Lassie? (g) Mexican Hat Dance (h) Hokey-Pokey *Previous to this - Field trip to the zoo. Take moving pictures of animals - show film to children, stop film and have children imitate	Rhythm Instruments Records - Marches - Educational Record Sales The Rhythms Hours - Educational Record Sales Basic Skills Through Music - Educational Activity, Inc. Any other appropriate recordings Chairs

PHYSICAL DEVELOPMENT
GROSS MOTOR COORDINATION - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	(i) Square dancing (j) Mulberry Bush (k) London Bridge (l) Farmer in the Dell (4) Games involving walking skills Organized group activity (a) Follow the leader (b) Drop the handkerchief (c) Relay races (d) Hikes around school area	Handkerchief Some type of object for relay
To demonstrate skill in running	Individual activities (1) Running in place (a) Slow pace (b) Faster pace, knees high (c) Return to slow pace (2) Timed running and running to music (3) Aisle running - up and down aisle maintain balance (4) Track running - timed and measured distance (5) Maze run - obstacle course type Proper form for running (1) Balls of feet first (2) Lean forward slightly (3) Bend knees moderately (4) Use arms to help propel the body, use all body, not legs only	Stop watch Gymnasium Field track or playground Recordings suitable for running activities Suitable materials for obstacle course Classroom

PHYSICAL DEVELOPMENT
GROSS MOTOR COORDINATION - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	Group Activities (1) Three-legged race (a) change the partners (2) Relay races (a) Bird run - stand on tiptoes, wave arms up and down (b) Crab run - squatting position, arms back, hands flat on floor, raise body till straight, head parallel to floor, run in inverted position (c) Horse gallop - run like a horse, slap chest and thigh, opposite sides. (d) Run backwards with ball (e) Water relay - run with glass of water (f) Blind string race - blindfold students, hand on string tied, reach cardboard obstacle and turn around and return	Large area - gymnasium, playground Plastic cup Balls
To demonstrate proper form and balance in jumping	Form (1)Knees slightly bent (2) Body weight forward toward hands (3) Arms help balance (a) Kangaroo Jump - bend elbows, keep close to sides, hands dangle, knees slightly bent	Pictures of kangaroo and frog to help illustrate their jumping techniques

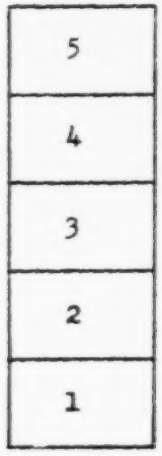
PHYSICAL DEVELOPMENT
GROSS MOTOR COORDINATION - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	(b) Frog Jump - squat, hands at sides, palms of hands flat on floor, count one, two, three, four - at this time child makes four short jumps - return to original position after each jump. Continue count five - long jump and go up to ten. (c) Spinning Top - stand straight, feet apart, jump and turn, use arms to help turn - begin with quarter turns and work up to full turn	
	Jumping Activities (1) Jump from standing position (2) Jump while running (3) Jump over obstacles (a) Stick supported by blocks (b) Any other suitable object that can be used safely	Blocks Yard Stick Other Obstacles
	(4) Jump Rope (a) Use singing games common for jumping	Records with jumping songs
	(5) Games (a) Jack-be-nimble (b) Bunny Hop (c) Hopscotch	Hopscotch Materials
	(6) Jump on trampoline or spring board	Trampoline Spring board

PHYSICAL DEVELOPMENT
GROSS MOTOR COORDINATION - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
To demonstrate response to rhythm and time through marching	Form (1) Stand erect (2) Heels together (3) Toes pointing out (4) Arms hang naturally (5) Head erect (6) Eyes straight Marching Activities (1) Mark time - begin with left foot (2) March forward - teacher clap beat then backward count 1-2-1-2 (3) March to music (4) March and say left-right (5) Follow the leader (6) March and play rhythm instruments	Records: Little Brass Band Let's Have a Rhythm Band On Parade with the Coast Guard Souza's Marches Let's Have a Parade Music for Rhythm Bands Goldman Band, Golden March Favorites March of the Little Lead Soldiers (Nutcracker Suite) Mickey Mouse March March of the Wooden Soldiers (Nutcracker Suite)

PHYSICAL DEVELOPMENT
GROSS MOTOR COORDINATION - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
To demonstrate the ability to hop	Hopping Activities (1) Hop on one foot consecutively a specified number (2) Hop in a specified area, alternate feet (3) Use of simplified hopscotch board. Hop on one space then the other - mainly for those having difficulty others use regular hopscotch board (4) Have children imitate animals that hop	Simplified Hopscotch Board 
To demonstrate skill in kicking activities	Individual activity (1) Child use foot to kick ball across area being used. (2) Alternate foot used to kick ball	Kick ball or any large ball
	Group Activities (1) Kick ball game (2) Soccer - modified (a) two teams (b) clearly marked goals ball in center of goals - players attempt to kick ball of opponent's goal	Kick ball Soccer ball

PHYSICAL DEVELOPMENT
GROSS MOTOR COORDINATION - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
To demonstrate skill and safety in climbing	Initial Practice (1) Climbing motion while at standing position (2) Climbing up stairs; alternate feet (3) Climb downstairs; use alternate feet (4) Climb ladder of slide, other gym equipment (5) Climb in-out of cars, wagons, tricycles (6) Climb small hills and other obstructions	Moveable stairs Slide Monkey bars Play cars Tricycles Wagons Trips to country or other places where hills and fences are available for climbing
To demonstrate skipping ability	Musical Activities (1) Practice skipping using alternate feet (2) Skip to My Lou (3) Use other folk-type music Outdoor Activities (1) Skip around playground (2) "Late for Supper" - one person "it", children in circle, "it" taps one on shoulder says "You're late for supper!" and continues to skip around circle, other skips in opposite direction. First to reach the tagged person's place takes it, other becomes "it."	Records with folk music

PHYSICAL DEVELOPMENT
GROSS MOTOR COORDINATION - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
To demonstrate performance in dance steps and other dancing activities	Response to rhythm can be developed through beginning dances (1) Farmer in the Dell (2) Go In and Out the Window (3) London Bridge (4) Here We Go "Round the Mulberry Bush" (5) Looby Lou (6) Hokey-Pokey (7) A Hunting We Will Go! (8) Dancing Waves (9) Shoo Fly! Group Activities (1) Square dances	Recordings of these are available by several companies Square Dances for Children - Columbia Let's Have Fun Dancing - Estamae
To demonstrate use of large muscle control	Block Building (1) Table blocks - simple design (2) Large wooden blocks - simple design (3) Different shaped blocks (4) Group effort build complicated block structures Throwing (1) Toss large ball in basket (2) Toss bean bag in a circle on floor, at cross on wall (3) Toss ball over a net, pole	Can of colored blocks - Playskool Unit Block Group Sets by Constructive Playthings Basket ball - wastepaper basket Bean bags Masking tape Volley ball net Bamboo pole

PHYSICAL DEVELOPMENT
GROSS MOTOR COORDINATION - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	(4) Toss ball over hand	—
	(5) Hit a target or basket ball hoop with a ball	Basket ball net Basket ball
	(6) Pitch horseshoes, toss hoops	Indoor set of horseshoes
	Bouncing Ball	
	(1) bounce large ball by self	Basket ball
	(2) bounce ball against wall	Smaller balls
	(3) bounce ball to another child	
	(4) bounce ball to music	
	(5) dribble ball down floor	
	Catching	
	(1) Put hands out, palms up with curve toward center	Large ball Smaller balls
	(2) Catch without reaching	
	(3) Catch by pulling arms in	
	(4) Catch while moving	

PHYSICAL DEVELOPMENT
BODY AWARENESS - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To increase self awareness, body concept and feeling of self-worth through physical activity

Specific Objective	Experiences and Activities	Resources
To respond favorably to own image	Mirror Activities (1) Look at self (2) Recognize self (3) Find self acceptable and pleasant	Full-length mirror
	Games (1) Simon Says (2) Freezing - body control and awareness (child "freezes" in a position on cue) or statues (3) Crawl through a tunnel	Tunnel of Fun - Constructive Playthings
To recognize others	Discrimination Activity (1) Policeman Find My Child - describe child, other find him	
To exhibit bodily response to directions	Object Activity (1) Climb on chair (2) Jump over block (3) Crawl under table (4) Go around desk (5) Stand in box (6) Step out of circle (7) Go through the door (8) Put block on top of table (9) Sit beside the window (10) Go in the closet	Chair Desk Table Box Blocks

PHYSICAL DEVELOPMENT
BODY AWARENESS - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	(11) Go out the door (12) Walk in front of the table (13) Go behind the desk* *(Can also add left, right, and up and down as child develops concept.)	

PHYSICAL DEVELOPMENT
FINE MOTOR SKILLS - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To increase the child's physical ability in manipulation of objects through actual physical activity.

Specific Objective	Experiences and Activities	Resources
To demonstrate fine motor skill through activity	Self-help Activities (1) Dressing (a) buttoning (b) zipping (c) snapping (d) tying (2) Eating (a) drink from glass (b) use a spoon (c) use a fork (d) pour from a pitcher (e) use a napkin (3) Everyday skills (a) turn door knob (b) put key in lock (c) open and close door (d) turn on light switch (e) unhook and hook door latch (f) pick papers up (g) empty wastebasket (h) put lids on jars (i) hang laundry also - (lg. and sm. muscles) (j) sweeping with broom (k) use garden tools (l) use hand tools (m) sorting objects	"Buttons and Bows" "Dressing Frames" - Constructive Playthings Shovel, spade, hoe, rake, hammer, nails, sandpaper, screwdriver, screws, nuts, bolts, washers, etc.

PHYSICAL DEVELOPMENT
FINE MOTOR SKILLS - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	Play Activities (1) stack blocks and chips (2) string beads (3) finger plays: "Ieensy Weensy" "Open Them, Shut Them" "There Was a Little Turtle", etc. (4) puzzles	Book of Finger Plays and Action Rhymes - Wonder Book, Inc. Pointer, Patricia Ten Little Fingers Wonder Book, Inc.
	Art Activities (1) coloring - grasp crayon and hold paper (2) mold with clay (3) cut with scissors (large areas, then small) and pasting (4) finger painting (5) paint with brush (6) simple drawings (7) other simple art and craft activities	Art materials
	Writing Activities (1) grasp and hold pencil, crayon and chalk (2) proper position of paper (3) draw shapes (large at first) (4) make heavy and light marks with pencil (5) follow dotted lines	Wooden cutouts of shapes

PHYSICAL DEVELOPMENT
FINE MOTOR SKILLS - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	(6) trace letters (7) trace numbers (8) write in the air (9) write on blackboard (10) write name (11) write letter and numbers on paper	Sandpaper letters, rubber letters, sandpaper numbers, rubber numbers

ECONOMIC USEFULNESS

FOOD UNIT - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To develop good work habits for efficiency and safety in the kitchen

Specific Objective	Experiences and Activities	Resources
1. To learn how to wash their hands properly.	1. Practice washing hands using a nail brush.	Home Economics Room and Equipment Life Experience Starter Unit Iowa State Dept. University of Iowa
2. To dress properly for lab work.	1. Practice dressing properly for class.	Aprons Hairnets Paper hats
3. To learn how to clean up a kitchen.	1. Washing and drying dishes a. To scrape and rinse dishes b. To wash dishes c. To wipe dishes d. To put dishes in proper places e. To rinse out dish cloth and dish towel and hang up. f. To learn to operate an electric dishwasher	Home Economics Room and Equipment (Plastic dishes) Plan a bulletin board showing Basic Four Balanced Breakfast Lunches Dinner
	2. Wiping counters and surfaces of appliances.	Home Economics Room and Equipment
	3. Emptying garbage pail and replacing bag.	
	4. Sweep the work area.	
	5. Spills (Floor) a. Mopping b. Sponging	

ECONOMIC USEFULNESS FOODS UNIT - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To develop safe work habits

Specific Objective	Experiences and Activities	Resources
Learn to use kitchen equipment properly	1. Demonstrate use of pot holders to remove pots or pans from a stove. 2. Turn pot handles toward center of the stove. 3. Turning stoves off and on. 4. Assignment of individual work centers. 5. Pouring hot items. 6. Handling Spills. 7. Proper storage of equipment. 8. Closing cupboards and drawers.	Home Economics Room and Equipment Visit a bakery a supermarket a dairy farm Where Does Our Food Come From, 12 min. - color (Pgh. District Dairy Council) Menu Planning 10 min. - color (Pgh. District Dairy Council)

ECONOMIC USEFULNESS FOODS UNIT - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To familiarize students with procedure and equipment used to set a table

Specific Objective	Experiences and Activities	Resources
To teach the proper placement of equipment for tablesetting	Set a table 1. Place tablecloth or placemats on the table 2. Place a centerpiece on the table 3. To place dishes on the table 4. To place silver on the table 5. To place glasses and cups and saucers on the table 6. To place napkin at each plate	Home Economics Room and Equipment Plastic plates, glasses and cups Paper placemats and napkins Filmstrips: 1. Table Manners - F 80.3 (25 fr. color) 2. Table Mode and Manners SF 80.2 (55 fr. color) Good Eating Habits 10 min. (color) (Pgh. District Dairy Council) Foundation Foods 10 min. (color) (Pgh. District Dairy Council)

RELATED FOODS ACTIVITIES - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To familiarize students with various techniques which help to make cooking an enjoyable and worthwhile experience

Specific Objective	Experiences and Activities	Resources
To learn how to measure.	Liquids Solids	Home Economics Room and Equipment
To learn how to pour liquids accurately.	Practice pouring liquids into a cup glass bottle	Filmstrip: Measuring How Much F 83.76 (27 fr - color)
To learn how to clean fruits and vegetables.	Wash and scrub potatoes Wash apples Wash lettuce and celery	
To learn how to open and close containers.	Practice opening and closing various types of containers	
To learn how to turn water faucets off and on.	Practice filling tea kettle	Home Economics Room and Equipment
To learn how to boil water.	Boil water in a tea kettle	Food
To learn how to beat foods properly.	Use a fork Control a hand mixer	
To learn how to refill salt, pepper and sugar containers.	Practice refilling salt and pepper shakers. Put sugar in a sugar dish.	
To learn when and how to use metal and rubber spatulas.	Demonstration and practice sessions	

RELATED FOODS ACTIVITIES - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
To learn how to sift flour.	Sift flour using a sifter	Home Economics Room and Equipment
To learn how to use and care for simple electrical appliances.	Use an electric toaster Use a mixer (hand or table) Use a blender	Food
To learn how to use household dispensers.	1. Use and replace paper towels 2. Wax paper 3. Aluminum Foil 4. Bathroom tissue	
To learn how to use scouring pads.	Scour pans and pots	

ECONOMIC USEFULNESS FOOD UNITS - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To provide learning situations to give students an opportunity to utilize the material presented in previous lessons.

Specific Objective	Experiences and Activities	Resources
1. To gain basic cooking skills. 2. To prepare simple foods.	1. Prepare tea and buttered toast strips 2. Class prepare canned biscuits 3. Jello 4. Fruited jello 5. Hard-cook eggs 6. Scramble eggs 7. Sandwiches (a.) Peanut butter and jelly (b.) Bologna (c.) Tuna fish 8. Simple Salads (a.) Fruit (b.) Tomato slices on lettuce 9. Preparation of frozen vegetables (a.) Green Peas (b.) Broccoli 10. Baked Potatoes 11. Boiled Corn on the Cob 12. Hot dogs	Home Economics Room and Equipment Food Demonstrations Filmstrips How to Cook Eggs 73.22 Consumer Problems in Nutrition (48 fr. - color) F73.1 Foods For Health (41 fr. - b&w) F73.2 Code recipes showing electrical equipment which may be used for a recipe

ECONOMIC USEFULNESS FOOD UNITS - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	13. Shake and Bake Chicken 14. Pizzas 15. Taffy Apples 16. Heating and serving soups. 17. Baked Beans 18. Plan an outdoor picnic 19. Plan holiday parties	

ECONOMIC USEFULNESS - INTERMEDIATE LEVEL

GENERAL OBJECTIVES: Selection and Care of Clothing

Specific Objective	Experiences and Activities	Resources
1. To select clothing appropriate to the weather.	1. After viewing a picture of children playing in the snow, the children are asked, "Why do the children in the picture have on coats?" After a short discussion, the children will try on and feel heavy winter coats. They will then be given wool mittens to try on one hand. Each child will then be given two ice cubes to hold. One for the hand with no glove and the other to hold in the gloved hand. The children will then be able to tell that the hand with the warm woolen mitten is not cold while the bare hand is very cold from the ice. 2. The children will be shown the dolls from the Peabody Language Kit dressed in raincoats, hats, boots and umbrellas. They will be told that these children are wearing this type of clothing because it is raining outside. The children will then feel raincoats and boots and several will be given the opportunity to wear	Wool coats Heavy woolen mittens and gloves Ice Cubes

ECONOMIC USEFULNESS - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	the rain outfits. These children in rain apparel will have water splashed on them and made to stand in plastic dish pans filled with water. When the rain clothes are taken off, the children will see that their clothes and shoes are dry.	Peabody Language Kit Level P Raincoats, boots, umbrellas Plastic dish pans
	3. The class will be shown a picture of children playing ball, swimming and other summer activities. They will discuss the fact that the children do not have on coats. They may talk about how the sun can burn the skin. If it is a warm day, the lesson may be moved outside into the sun so that the children may feel the warmth of the sun.	Pictures from magazines or coloring books
	4. The children may draw pictures of themselves playing in the snow, swimming, etc.	Paper, crayons, paint or chalk
2. To develop good dressing habits.	1. The children will practice putting on coats, sweaters, hats, gloves and mittens. Some of the arms in the sweaters and coats should be turned inside out.	Clothes of various sizes

ECONOMIC USEFULNESS - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	2. Changing from street shoes to tennis shoes and practicing getting boots on over street shoes.	Shoehorn
	3. Using "All By Himself" and "All By Herself" and cloth covered boards the children will be able to develop their skills of buttoning, snapping, zipping and making bows. They may also use their own clothes or dress baby dolls.	All By Himself All By Herself Dressing Frames (E.T.A.) E.T.A. Best Vests
	4. To further develop bows, the children may work with ribbon, rope and string or shoe laces that have been nailed to boards.	
3. To develop habits of wearing clean clothing.	1. The children will listen to the record story (and follow along in their picture books) of a little boy who had no friends because he was always dirty. They may then discuss the story.	Dandy Dog Early Learning Series
	2. The children will stand in front of a mirror and examine himself for neatness and cleanliness.	

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	3. Teacher-made pictures will be shown. Each picture will have a child in it with something wrong. For instance, shoes untied, shirt out, dirty face, or dress unbuttoned or wrinkled. The children will look for the mistake.	Teacher-made pictures
	4. A shoe polish kit will be made available for the children to use daily. Street shoes and tennis shoes may be polished.	Shoe polish Rags Shoe laces
4. To develop habits of hanging up clothing.	1. The children will be given hangers to use in their lockers for their coats, paint shirts, and gym shorts. Some children will need to practice putting coats on the hangers. They should all see that the sleeves are right side out. The boys and girls will both be given the opportunity to hang clothing on skirt hangers. The boys will be shown that they can hang their own pants with these type hangers.	Hangers

SAFETY - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To make the child aware of practicing safety rules within the home, school and community

Specific Objective	Experiences and Activities	Resources
To make the child aware of classroom safety	1. Make and post safety posters and use for the following discussions: (a) Use of scissors and other pointed objects (b) Do not pull chairs out from under someone (c) Keep feet under your own desk	Posters, scissors - other pointed objects - chairs, desks
	2. Explain procedures and practice fire drills.	Fire drill signal
	3. Use "stop" and "go" signals (red and green circles) throughout the daily activities.	Classroom made red and green circle
	4. Learn all safety traffic signals. (Ditto copies in booklet)	Traffic signals on Ditto
	5. Water fountain. (a) Do not touch others when they are drinking (b) Always turn the water off after using (c) Place paper towels in container (d) Demonstrate proper use of all equipment	Water fountain Show films - school rules--- How they help us -- Coronet Instructional Films
To make the child aware of safety in the home	1. Put toys or other objects in proper place. Stimulate thinking on this by asking: "How did you leave your home this morning?" "Did you pick up your things?"	Show film - Safety in the Home Encyclopedia Britannica Films, Inc.

SAFETY - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	2. Stress that they can prevent accidents by obeying the rules of safety. They can start in their own homes. 3. Ask each child what he can do to make his home safer for himself and for his family. 4. Teach children to be aware of dangers involved in use of electrical equipment. (a) Emphasize the dangers of the handling of razor blades, cleaning fluids, insecticides, bottles of medicine and their effects if swallowed. (b) Give children opportunity for communication by having them tell about putting away what they were using the night before. (c) Explain what would happen if they put a plastic bag over their heads or if they crawled into an old refrigerator and closed the door. 5. Always test bathtub water before entering the tub. 6. Do not go near dog when he is resting or eating. (a) Warn children to avoid strange animals.	Use record - Mrs. Hazard's House by Van Alexander and June Fotay - Capital Company

SAFETY - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
To make the children aware of safety in the community	1. Traffic Safety Rules (a) Red and green lights (b) Stop and go signs (c) Walk, wait, don't walk signs (d) Wait at corners (e) Cross at the light	Show film - "Safe Living In Your Community" Coronet Instructional Films
	2. Safety signs. Recognize them by words and colors (a) What do arrows tell you to do? (b) Draw arrows on the board and discuss the difierent directions	
	3. Playgrounds (a) Always stay clear of moving swings (b) Always face forward in a sitting position (c) Stay at foot of ladder until person has slid down the board (d) Emphasize the proper use of see-saws (e) Visit a playground at a large park	Show film - "Playground Safety" Coronet Instructional Films
	4. Community Helpers. Teach respect for.... (a) Fireman - fire protection (b) Policeman - protects people (c) Storekeeper - sells us our food (d) Milkman - brings us milk (e) Doctor - helps to keep us well (f) Dentist - takes care of our teeth (g) Make ditto copies of each and have class color them the proper colors and place them in their safety booklets.	Have these community helpers come to the classroom and speak to the children

SAFETY - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	5. Other safety rules: Act out a bus trip. (a) Sit down on school bus (b) Keep hands and head inside bus (c) Know how to ride on public buses (1) Where to wait (2) How to board bus (3) How to pay fare and what to pay (4) How to signal to get off (5) Know where home bus stop is 6. Car transportation: Act out riding in a car. (This can be done with all means of transportation.) (a) Enter and leave car from curb side only (b) Keep hands, head, arms and feet inside car (c) Remain in car until it comes to a complete stop. (d) Keep doors locked while car is moving (e) Stay seated while in car (f) Do not touch steering wheel, keys, etc.	Mock car and bus set up. Act out a bus trip and car trip.
To help children become aware that safety to themselves is important	1. What should one know about oneself in an emergency? (a) Your name, address, Father's name, telephone number (b) Who would you go to for help if your Mother and Father were not at home (c) What is the name of your school	Paper, pencil, etc.

SAFETY - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
To help children recognize situations involving physical hazards	Dramatize and play act simple safety precautions which should be practiced in the following areas: 1. Hazards Causing Wounds (a) Pointed objects (b) Sharp edges - tin, glass, blades (c) Heavy falling objects 2. Hazards Causing Falls (a) Toys out of place (b) Climbing (c) Slippery surfaces (d) Unprotected windows 3. Hazards Causing Burns, Scalds (a) Matches (b) Misplaced pot handles (c) Untested bath water 4. Electrical Hazards (a) Outlets (b) Broken Equipment (c) Wet Hands (d) Electrical fans and appliances (e) Electric toys 5. Dangers of Eating and Drinking Foreign Substances (a) Medicines (b) Non Food Substances	Use Informal Dramatics for Special Students by Barbara M. McIntyre from Stanwix House, Pittsburgh, Pennsylvania Have these acted out as to what would happen

SAFETY - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
To help children develop an awareness of dangers and point out precautions taken for our protection in the community	1. School Safety (a) Gym (b) Stairs (c) Halls 2. Street Safety (a) Proper crossings (b) Obedience to Signals 3. Play areas (a) The street (b) At the playground 4. Seasonal safety (a) Autumn (b) Winter (c) Spring (d) Summer 5. Travel Safety (a) Manners while waiting for a vehicle (b) Manners on boarding a vehicle (c) Manners on a vehicle (d) Manners on leaving a vehicle 6. Safety Signs (a) To be able to recognize and read them (b) To remember where the signs were seen	Show films put out by Coronet Instructional Films Playground Safety Safe Living in School Safe Living in Your Community Safety on the Way to School Filmstrips S.V.E., Inc. Safety in the Summer Are You Safe At Home Traffic Safety Have various signs made

SAFETY - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
To teach the child to play safely	1. Public Places (a) Playgrounds (b) Gymnasium (c) Assemblies and gatherings (d) Movies (e) Shopping (f) Hiking (g) Parades (h) Carnivals and fairs 2. Seasonal activities (a) Football games (b) Basketball games (c) Baseball games (d) Picnics (e) Swimming and water activities	Act out safe living and playing in the community
To teach and point out the importance of each individual in contributing to the safety of all	1. Ways to Help Safety Officers (Police and Fire Departments) (a) Purpose of Department (b) Duties of Department (c) Cooperating with the Department (d) Observing rules and signals (e) Reporting safety hazards (f) How and When to ring fire alarm (g) Know and practice fire prevention rules	Trip to the fire station and police station

LEISURE TIME
FORMAL GROUP PARTICIPATION - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To use leisure time enjoyably and profitably through formal group participation

Specific Objective	Experiences and Activities	Resources
To participate and cooperate in formal group activities under adult supervision	1. Regularly scheduled gym periods should be provided	Relay races, group exercises, motor skills activities, circle games
	2. Regularly scheduled library periods should be provided so that the child may listen to a story and be able to take out certain books	The Little Golden Books (Simon & Shuster, Inc.) Fairy Tales, picture books Story records: Walt Disney Records, Peabody Story Tapes Tachistoscope (any fairy tale may be used or a unit may be studied)
	3. Daily directed recess activities should be conducted. Children should take turns being game-leader.	Mother Goose Dances (H. F. Fitzsimmons Co.)
	4. Weekly assignments are made for the children to be seated at lunch tables.	Teacher prepared chart of names
	5. Children participate in changing and displaying bulletin boards.	Unit pictures, magazine pictures, children projects, seasonal pictures, holiday pictures
	6. Preparation can be made for simple musical or dramatical programs.	Produce Three Little Bears, Three Pigs, Billy Goats Gruff, etc.

LEISURE TIME
FORMAL GROUP PARTICIPATION - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	7. Class makes regularly scheduled field trips (perhaps at the end of certain units)	Visits to the city, farm, zoo, circus, supermarket
	8. A play store may be set up in the room. The children take turns working behind the counter. They learn to use coin money and to wait for change.	A commercially prepared play store or a class-made play store.

LEISURE TIME
INFORMAL GROUP PARTICIPATION - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To use leisure time enjoyably and profitably through informal group participation

Specific Objective	Experiences and Activities	Resources
To enjoy being with and playing with other children	1. Time should be provided daily for children to interact socially. A good time for this is before school begins.	Blocks, Tinker Toys, age appropriate Fisher Price Toys, coloring books, cut-out dolls, etc.
	2. Recess activities with limited adult supervision should be planned.	Provide various toys - balls, bats, Frisbee, jumping rope, hoops, playground equipment
	3. The child should spend a whole day or perhaps several days at the home of a friend or relative.	
	4. The child learns to play simple organized games without adult supervision.	Jacks, marbles, checkers, Barrel of Monkeys, picture card games
	5. Classroom picnics, parties, group dancing should be encouraged.	
	6. The child should be included in many family activities.	Picnics, shopping trips, yard cleaning, car trips, etc.
To develop the desire to belong to an organized group	7. Special provisions should be made for child to join Girl Scouts, Boy Scouts, 4 H Club, YMCA	

LEISURE TIME
INFORMAL GROUP PARTICIPATION - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	8. Child can participate in team games	Baseball, basketball, softball, kickball Special State olympics have been developed for children to participate. Trophies and blue ribbons are given away.
	9. Child can choose to become a member of school intramural team.	Basketball, volleyball, softball, etc.

LEISURE TIME
INDIVIDUAL ACTIVITIES - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To use leisure time enjoyably and profitably through individual activities

Specific Objective	Experiences and Activities	Resources
To participate in an individual activity by using various media	1. Regular time is given for the child to choose an art activity and the material with which to work. The teacher can motivate this experience by displaying various child-made objects.	Various colored art paper, paints, brushes, finger paint, clay, crayons, chalk, paste, scissors, puzzles
	2. Make simple craft projects which may later become hobbies. Teach simple paper, sewing, woodcraft skills.	Weaving frames, yarn loopers, leather kits, simple carpenter tools, needles, thread, buttons
To use individual free time creatively and constructively in school and at home	3. Various types of scrapbooks should be kept by the class. Children are asked to fill the pages.	Nature units, holiday units, family units, sport units, leisure time activities unit
	4. Children participate in making class bulletin board by looking for pictures in magazines, booklets, newspaper.	
	5. Children use various audio-visual aids independently.	Phonograph, film strip projector, Language Master, tachistiscope, Talking Page
	6. Child listens to records for appreciation, enjoyment and for learning.	Peabody Language Development story tapes, Eye Gate records, variety of popular music

LEISURE TIME
INDIVIDUAL ACTIVITIES - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	7. Child is responsible for taking of a plant or a pet both at home and at school. An aquarium may be kept at school.	Small pets, cages, food, aquarium
	8. Children are able to choose worthwhile television and radio programs.	Teacher prepared charts Parental supervision
	9. Children may go to the school library and take out a book.	

LEISURE TIME
MUSIC ACTIVITIES - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To use leisure time enjoyably and profitably through various musical activities

Specific Objective	Experiences and Activities	Resources
To participate in and to enjoy various musical activities	1. Participate in class singing. Sings parts or whole of songs	Songs such as "This Old Man," "Row-Row-Row Your Boat," or any simple song which fits the needs of the class.
	2. Clap hands and stamp feet to the rhythm of music.	
	3. Use rhythm sticks to tap to music.	Rhythm sticks, drum sticks, bells
	4. Selects and plays records	
	5. Some attempt can be made to use simple rhythm instruments	Bell, triangle, xylophone, bongo drums, tambourine

LEISURE TIME
COMMUNITY ACTIVITIES - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To use leisure time enjoyably and profitably through various community activities

Specific Objective	Experiences and Activities	Resources
To begin to choose to attend various community and recreational facilities	Child must be given the opportunity to attend community recreational areas.	Zoos, parks, summer camps, playground programs, YMCA swimming lessons, movies, etc.

MANNERS

COMMUNITY LIVING - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To teach travel safety and to encourage individual responsibility

Specific Objective	Experiences and Activities	Resources
1. Manners while waiting for a vehicle a. bus b. car	1. Teacher illustrates lesson one by means of pictures that show the children what she is talking about. "Do stand this way on the corner." (flash of picture showing this) "Don't stand this way on the corner." (flash of picture showing this) a. Children are taught to recognize simple bus numbers that will take them from the school to home or to town. b. Teacher practices with children on the corner by a real bus stop. c. Point is made about children accepting rides from strangers.	1. Pictures of children waiting for a bus 2. Pictures of children entering a bus and depositing their money 3. "Joe Palooka School Bus Safety Tips" (Booklets and Posters) 4. "Dangerous Stranger" (movie) 5. "Strangers" (movie)
2. Manners on boarding a vehicle	2. Teacher shows children pictures of how to board a bus, where to put your money.	
3. Manners on the bus	3. Teacher demonstrates how to sit, children practice it. Use of booklets and posters describing safety helps.	
4. Manners on leaving the bus	4. Children learn to identify exit signs, where to leave the bus and to say "thank you" to the driver. (Do & Don't Posters again used)	4. Exit signs reproduced in poster form; pictures of school and commercial buses

MANNERS
COMMUNITY LIVING - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
	a. Teacher takes group of children to school bus to practice this. b. Children taught the difference between school and commercial bus. c. At the end of the unit children and teacher take a ride in both school and commercial bus to show what the children have learned.	

MANNERS
LANGUAGE ARTS - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To teach children to observe some typical life situations that call for courteous behavior on the part of the children.

Specific Objective	Experiences and Activities	Resources
1. Children will learn specific forms of courteous greetings and requests such as "please," "thank you," "you are welcome," "may I?" etc. a. simple words b. simple phrases	1. Teacher and children go through a series of simple repetition exercises; teacher and aide (or another pupil) demonstrate simple polite interactions. Example: Teacher: May I have that ball? Aide: Yes, here it is. Teacher: Thank you. Aide: You're welcome. This is repeated until children grasp. (This can be repeated will other objects and polite terms to be covered.) a. Teacher might have a "polite board" for people's pictures of those who remember to be polite. Simple accomplishments are taught, perhaps some will advance further. b. Key words such as please, thank you are placed throughout room in colorful letters. Children taught to identify.	1. a. "Do's and Don'ts In Good Manners" (movie) b. Bright letters to spell out polite words c. Bulletin board decorated for "polite" children in the room. d. "Why Have Good Manners?" (movie)
2. Children will learn specific ways to handle making and receiving a telephone call. a. They will be able to answer with a simple	2. Teacher has a simple demonstration with cards and pictures that have key words of her message about the phone, also two sample telephones.	2. a. Telephone Manners (movie) b. Telephone Kit (available from Bell Telephone Co. - contains model phones and posters that can be adapted to special ed. needs.)

Specific Objective	Experiences and Activities	Resources
hello and say their name, answer simple questions (example - Is your mother there? May I speak to your father) b. They will be able to make a phone call - learn how to contact an operator; recognize a number written down and transfer it to the number holes on the phone.	Teacher demonstrates what to do when answering phone. When she feels children are ready, they try it. Teacher demonstrates how to place a call, how to copy written number into telephone number holes. (This process is done in a simple, sequential way so as not to overwhelm or frustrate the children.) Again, when teacher feels children are able, they try and practice these methods themselves.	

MANNERS
SOCIALIZATION - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: Children will be taught how to behave in three general areas.

1. Manners at the table 2. Courtesy to others 3. Manners outside the classroom

Specific Objective	Experiences and Activities	Resources
1. Have children set the table being able to identify each article (knife, fork, spoon, napkin, etc.	1. Teacher gives and passes around things needed to set the table; children are encouraged to say name out loud. Once children know a fair number or articles, these are placed in a bag and children must identify by feeling. Teacher then goes over where each article goes on table. Children once they have mastered this, are encouraged to set their own place for lunches or snacks.	1. Knives, forks, spoons, plates, cups, napkins, etc. 2. "Feely bag" 2. Movies a. Table Manners b. Do's and Don'ts in Good Manners c. Johnny Learns His Manners
2. Children will be able to sit at table and eat with a fair amount of neatness.	2. Teacher will give reward to all who can complete any lunch or snack with a normal amount of neatness.	

MANNERS
SOCIALIZATION - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
1. Children will use their polite responses to greet their a. teacher b. classmates c. other teachers in the school d. people in the community who help us (bus driver, policeman, grocer, etc.) 2. Children will be able to identify some places where manners are needed outside the classroom: a. the school building in general b. at a party c. in a theater d. in a store	1. Teacher helps children identify various school personnel in the building and teaches children to say good morning, good afternoon or hello. 2. Teacher will use name and picture cards of these people a. Teacher will also discuss and teach children classroom behavior (example - to say please when you want something, to share crayons or toys, etc.) 3. The teacher will use this method to train children for all areas. a. introductory movie b. word and picture identification of the place c. some simple example of the dialogue needed in the situation. (Teacher may choose two areas at a time to work on or the one she or he feels most important)	1. Good Manners At School (movie) 2. Picture and word cards 3. The movies and filmstrips needed for Manners Outside The Classroom: a. "Other People's Property" (movie) b. "Good Manners At School" c. "Good Manners On The Street And In Public Conveyances" d. "Good Manners When Visiting" e. "Good Manners At Play; While Listening To Radio or TV" f. "Good Manners At The Movies Or Theater"

SELF-HELP
CLOTHING - INTERMEDIATE LEVEL

GENERAL OBJECTIVE: To enhance and develop the child's personal skills and competencies in dealing with his environment so that he can help himself along with others as an independent contributing member of society.

Specific Objective	Experiences and Activities	Resources
1. To perform the act of placing clothes in a proper order. 2. To perform the acts of properly caring for clothing. *Mending *Washing	1. Hanging own clothes neatly on hangers or name hook 2. Putting clothes on in appropriate order. (scarf before coat) Ditto sheet - circle object in each row you put on first. 3. Brushing clothes free of lint, dirt, snow. *4. Removing spots from clothes with a cleaner and learning when to use that method. *5. Mending clothes - repairing buttons and small holes. *6. Washing by hand own personal things - socks, panties, sweater. *7. Using a coin-operated washing machine and dryer for a simple load of clothing - all of same material - cotton *Applicable to secondary level	1. Hangers Hooks (Peabody Language Kit - dressing dolls) 2. Clothes brush 3. Clothes - spot remover 4. Soap powder Woolite 5. Small wash basin 6. Pendelton Woolen Mills leaflet "Sweater Care" 7. Local laundromat - washer and dryer 8. Thread 9. Needles 10. Buttons

SELF-HELP
CLOTHING - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
To perform the acts of properly caring for clothing. *Ironing	*Ironing small pieces of simple cotton fabric - such as pillowcases or handkerchiefs. *Using the iron to get the wrinkles out of material by moving the iron back and forth continuously. *Regulating the temperature gauge from cool to warm to hot with respect to the kind of material - so as not to burn the material. *Using the iron to give an article into shape - ironing the corners and round parts of the clothing. *Applicable to secondary level	Articles of Clothing Blouses Shorts Scarfs Handkerchiefs Pillow Cases Fabric Scraps Irons Ironing Boards General Electric Company "A Short Course In Ironing Convenience" - leaflet

SELF-HELP
CLOTHING - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
3. To perform the act of caring properly for shoe gear.	3. Polishing and shining shoes by using a small kit of polish, brush and cloth. Taking shoes to a shoemaker when in need of mending. Using magazine pictures to show the best shoe gear for different types of weather.	Film - "How Shoes Are Made" by Brown Shoe Company Film - "How To Be Well Groomed From Heel To Toe" by Johnson Wax Company Shoe Shine Kit Polish Shoe Brush Soft Cloth Magazine advertisements for shoes Shoes Community shoemaker
4. To exhibit the ability to select and reason appropriate clothing in relation to time and weather.	4. Playing game - Wrong Dress Sam - by using pictures of weather have children select material clothing to best suit weather - have them help Sam figure out what to wear - flannel board character - flannel backed clothes of different materials. Making scrapbook - children will go over one at a time - cold weather, hot, rain, day, night, dress up, etc. - each page will have a picture of the kind of weather or time. Matching clothing to the kind of weather - using real articles of clothing - letting children dress a mannequin with oral cues.	Flannel board Wrong Dress Sam Weather picture - from magazine or hand drawn Clothing - made of wool, cotton, organdy, jersey, cotton knit, fur, sweater knit, etc. Construction paper Newspapers Catalogs Magazines Store Mannequin Old clothing - inner and outer

SELF-HELP
DRESSING-UNDRESSING - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
To be able to dress himself at home except for possibly shoe lacing.	Using a morning inspection chart to check one another's appearance Shirt buttoned Trousers zipped Shoes on and laced Shoes shined Clean face Clean hands and nails Hair combed and neat	Inspection chart
To perform the act of untying or unsnapping a hat.	Using a game - Hat On-Hat Off - use record - when you stop music, child must put hat on - before music starts again.	Hat Records - any rhymic type Record player
To demonstrate the act of taking off a slip or sweater.	Using a sweater, child learns with help to take off sweater.	Slip or sweater
To perform the act of taking rubbers or boots off.	Using a pair of old boots or rubbers, child learns by doing to put boots on - teacher helps him.	Boots

SELF-HELP
PERSONAL GROOMING - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
To exhibit the ability to plan and properly use needed articles for personal hygiene.	Making and using individual grooming kits in everyday personal habits in the school room. Brushing teeth daily and using mouthwash. Buying different types of deodorant and using them when needed.	Mirror - full length Soap - face Nail file Hairbrush Hair comb Deodorant Shampoo Towels Tooth brushes Tooth paste (Colgate Kit) Hygiene chart Mouthwash Nail brushes Nail clippers Emery boards Qualified manicurist to show the importance of clean, well shaped nails. Handkerchiefs Film - "Dental Health" - Corcnet Films Bulletin Board Colored paper Hand pattern Faces
To perform tasks with nail implements to keep hands and fingers attractive.	Scrubbing fingernails with soap, water and nail brush. Using emory board to shape fingernails.	
To perform the task of using a handkerchief for blowing and wiping one's nose.	Using a handkerchief and tissues in front of a mirror to blow one's nose.	
To be able to cover one's mouth when coughing.	Using a reminder system with development of a bulletin board about coughing and germs to get children to remember.	
To perform adequately the steps in correct sequence for washing one's hair.	Washing the hair of a doll at first - then going on to wash own hair by the eight steps (comb, wet, shampoo, rinse, shampoo, rinse, rinse, brush)	

SELF-HELP
PERSONAL GROOMING - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
To perform successfully the tasks of combing, brushing and styling one's hair.	Combing, brushing and styling one's hair. By using a mirror - finding an appropriate hair style for each person's face. Using a variety of hair ribbons, bows, ornaments, etc. Combing and styling a boy's hair - by a professional barber - easy care to look neat.	Wash basin chair Towels Shampoo Rinsing cup Hair Rinse Comb Brush Hair Ribbons Hand Mirrors Barrette Hair Style magazines Visit of qualified beautician and/or barber to talk about hair care to students Good health charts - Constructive Playthings Film - "Nature's Way" A Practical Guide for Teaching Menstrual Hygiene -- Kimberly Clark
To perform the tasks needed to care for menstrual hygiene.	Using a sanitary napkin kit and film showing the girls exactly how to use a napkin and where to dispose of it. (Procure help from school nurse).	

SELF-HELP
BATHROOM - GROOMING - INTERMEDIATE LEVEL

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
To perform the tasks necessary to keep one's body clean and neat.	Use shower facilities after gym activities - stressing the idea of cleanliness. Use bathroom facilities to cleanse entire body. Set up inspection chart after performance - Clean face Clean ears Clean hands Clean neck, etc.	Wash cloths Towels Soap Shower facilities Inspection chart Mirror Scrub brush Film: "Care of Your Skin" (A-V Center, University of Iowa, Iowa City, Iowa) Film: "Care of Hair and Nails" (Encyclopedia Films, Inc.) Film: "How Billy Keeps Clean" (Coronet Film Company)
To perform the task of regulating the water faucet temperature and amount. To demonstrate nearly complete self-care in bathroom and hygiene habits. To demonstrate the ability to flush the toilet immediately after using it so as to leave the bathroom clean for others.	Using faucets by learning to regulate the temperature and amount of water necessary for a bath or shower. Toileting periodically to prevent accidental wetting.	Bathroom facilities Toilet tissue Soap Towels Long Mirror Bathroom inspection chart "How to Bath Properly" (Western Instructional Center)

SELF-HELP
EATING - INTERMEDIATE LEVEL

Specific Objective	Experiences and Activities	Resources
To perform the tasks needed to feed oneself independently and properly.	Having snacks, lunches and preparing party foods so that children learn to eat.	Plates Glasses Forks Knives
To perform the task of bringing the spoon to one's mouth rather than lowering one's head.	Using soup, ice cream and cereal to teach the children how to bring the spoon to his mouth - teacher shows children and having an eating lesson - uses more food as a reward to those who can do it.	Spoons Food Table Chairs Napkins Soap
To exhibit the ability to drink slowly and avoid spilling.	Having a drink of water or milk in a cup - letting one child at a time see if they can drink it down without spilling.	Ice Cream Cereal Bowls
To exhibit the ability to eat different portions of food alternately.	Placing food in four areas on a plate of different colors - play color game - so children alternate foods.	
To exhibit the ability to use utensils correctly.		
To perform the acts of chewing food quietly with their lips closed.	Using a small hand mirror, the children will chew foods of different consistency to see what they look like. Teacher will help by doing this also. A tape recorder will be used to catch the sounds.	Mirror Table Chairs Forks Spoons Plates Glasses Napkins
To exhibit the ability to wait for others to be served before eating.	There should be a constant opportunity for children to use their manners through lunch, snacks and practice.	Serving Dishes Tape Recorder Serving Spoons

SELF-HELP
EATING - INTERMEDIATE LEVEL

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
To perform the tasks of serving oneself from the serving dishes. To demonstrate the ability to pass serving dishes carefully. To demonstrate the ability to sit quietly at the table while eating. To perform the act of talking only when the mouth is not full of food. To demonstrate the ability to wait to be excused from the table after eating. To demonstrate the ability to use a napkin properly when eating.	The class parties should have serving platters and dishes so that children learn to serve. Use behavior modification techniques. Using the setting of small snacks, parties and special food-tasting sessions, the teacher should remind the children of talking only with an empty mouth, getting excused from the table and using a napkin properly when eating.	Table utensils Napkins Table Chairs Food Plates Eating Habits Chart

COMMUNICATION SKILLS

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Shows Good Acuity - Far			Shows Good Acuity - Near			Uses Good Eye Movements			Shows Good Visual Perception - To Classify			Shows Good Visual Perception - Figure/ Ground			Shows Good Visual Perception - Constancy			Can Make Visual Comparisons			Can Duplicate A Simple Pattern		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

COMMUNICATION SKILLS

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Can Find Hidden Source Of Sound			Can Tell Changes In Pitch and Loudness			Can Identify Sounds			Can Identify Same Beginning Sounds			Can Recognize Same Ending Sounds			Can Find A Requested Letter			Can Tell Whether A Word Contains A Sound			Can Think Of Words Containing A Sound		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

COMMUNICATION SKILLS

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Can Recognize Rhymes			Can Think of Words That Rhyme			Carries Out Simple Series of Instructions			Listens to Story and Tells Something About It			Recognizes Voices of Associates			Can Imitate Sounds Immediately			Can Imitate Sounds From Memory			Can Name Objects		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

COMMUNICATION SKILLS

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Can Classify			Can Verbally Identify An Action			Attempts to Repeat A Complete Sentence			Speaks Intelligibly			Speaks With Complete Sentence			Uses Increasingly Complex Sentences			Uses Large Motor Skills For Gesturing			Uses Fine Motor Skills For Gesturing		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

COMMUNICATION SKILLS

Yes = Can Do
No = Can Not Do
N/A = Not Applicable

Child's Name	Shows Good Depth Perception			Can Point Out Complete Reversals			Can Point Out Reversed Details			Can Find Words That Are Alike			Can Draw With Closure			Can Relate Whole and Detail			Shows Improved Visual Memory			Can Indicate Position Of Two Or More Objects in Relation To Each Other And Himself		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

COMMUNICATION SKILLS

Yes = Can Do
No = Can Not Do
N/A = Not Applicable

Child's Name	Can Sort After One Verbal Request			Demonstrates Visual Memory for Arrangement			Can Recognize Objects Through Touch			Can Recognize Objects Through Tracing			Can Identify By Odor			Can Identify By Taste								
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

SOCIAL AND PERSONAL COMPETENCE

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Demonstrates Respect for Others			Follows Basic Rules in Recreational Activities			Can Accept Change of Routine			Is Accepted By Peer Groups			Has Self-Confidence in Public			Understands the Concept of "Friend"			Can Give His Name and Address			Demonstrates Some Group Leadership		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

SOCIAL AND PERSONAL COMPETENCE

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Adjusts to a group situation Y N NA	Shares with Others Y N NA	Listens and follows directions Y N NA	Demonstrates Acceptable Behavior in Social Situations Y N NA	Interacts with People Y N NA	Exhibits Self-Control Under Pressure Y N NA	Is able to Conform to A Routine Y N NA	Demands Personal Attention Y N NA

PHYSICAL DEVELOPMENT

Yes = Can Do
No = Can Not Do
N/A = Not Applicable

Child's Name	Walking			Running			Jumping			Marching			Hopping			Kicking			Climbing			Skipping		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

PHYSICAL DEVELOPMENT

Yes = Can Do No = Can Not Do **N/A = Not Applicable**	Dancing			Large Muscle Control			Body Awareness			Manipula-tive Skill (Self-Help)			Manipula-tive Skill (Art)			Manipula-tive Skill (Writing)								
Child's Name	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

ECONOMIC USEFULNESS

Yes = Can Do
No = Can Not Do
N/A = Not Applicable

Child's Name	Clean and Properly Dressed			Washes, Rinses, and Dries Dishes			Cleans Kitchen Area			Uses Kitchen Equipment Properly			Sets Table Correctly											
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

SAFETY

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Is Responsible - can be trusted to cross streets alone			Uses stairs and hallways in a safe manner			Plays safely under group supervision			Demonstrates awareness of hazards in the environment			Knows how to extin- a small fire			Observes rules of safety while traveling			Looks all ways and crosses street when clear			Uses sharp objects safely		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

SAFETY

Yes = Can Do
No = Can Not Do
N/A = Not Applicable

Child's Name	Uses household electrical items safely			Knows personal information about self (name, address, etc.)			Put toys and other things away after using them			Keeps feet under the desk			Observes safety rules at the water-fountain											
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

LEISURE TIME

Yes = Can Do
No = Can Not Do
N/A = Not Applicable

Child's Name	Formal Group Participation			Informal Group Participation			Individual Activities			Community Activities																	
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

MANNERS AND MORAL DEVELOPMENT

Yes = Can Do No = Can Not Do N/A = Not Applicable	Manners Boarding Bus			Manners On The Bus			Manners Leaving Bus			Can Answer And Use Phone			Can Use Simple Polite Words And Phrases			Manners At The Table Acceptable			Child Is Courteous To People			Child's Manners Outside The Classroom		
Child's Name	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

MANNERS AND MORAL DEVELOPMENT

Yes = Can Do
No = Can Not Do
N/A = Not Applicable

Child's Name	Child Does Tell The Truth			Child Does Not Steal			Child Is Not Selfish																	
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

Yes = Can Do
No = Can Not Do
N/A = Not Applicable

Child's Name	Puts Clothes in Order			Cares for Clothes Well			Cares for Shoes Well			Selects Clothes Appropriately			Dresses Self			Unfastens Own Hat			Takes Off Slip -Off Sweater			Takes Off Boots (rubber)		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

SELF-HELP

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Uses articles of personal hygiene			Keeps fingers and hands neat and clean			Uses handkerchief to blow and wipe nose			Covers mouth when coughing			Keeps hair clean - can wash hair			Combs and styles hair			Keeps body clean and neat			Knows how to regulate temperature for water faucet		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

SELF-HELP

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Prevents accidents by using bathroom			Flushes toilet			Uses mirror to check appearance			Drinks slowly to avoid spills			Brings food to mouth			Eats foods alternately			Uses utensils correctly			Chews food with mouth closed		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

SELF-HELP

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Waits for others to eat			Serves self from dishes			Passes dishes carefully			Sits quietly while eating			Talks only when mouth is empty			Excuses self from table			Uses napkin properly					
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

Secondary Curriculum

MOTOR SKILLS

GENERAL OBJECTIVE: To develop those skills which provide maximum muscle development and physical coordination, with application to practical everyday talks.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
To be able to march gracefully in intricate patterns and to intricate directions.	Move feet when rhythms are heard. Clap hands to rhythms when tempo and time are changed. Follow intricate directions and patterns. Respond to simple rhythm and beat.	Select records appropriate for marching. Select records and taper to train child to listen for rhythm and tempo "Strike Up the Band" Children's Records "On Parade" Coast Guard "March Militaire" Young People's Records
To be able to enter into group or social dancing with evident satisfaction.	Move or rock with music. Clap hands for rhythm and beat. Imitate simple movements when music is played. Perform a solo dance. Enter in and enjoy group dancing.	"Strauss Waltz" Columbia Records Obtain the services of a professional who may help in dance instructions. Select records that are simple in rhythm.

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To be able to throw a ball at different rates of speed with good judgment in distance.	Toss with beanbag to hit circle or target on wall or floor. Toss large ball into basket. Toss a ball over objects with progressively increasing height and distance. Throw a ball overhand. Hit a target with a ball. Throw a ball with good speed and judgement. Pitch horseshoes and use ringtoss hoops.	Assorted size rubber balls. Ring toss game. Rubber horseshoes. Beanbags.
To be able to catch a ball most of the time from a set or running position. To hold hands in front of body with elbows bent in a preparatory set.	Learning "get ready" signal. (Hold hands in front of body with fingers spread). Catch from a "get ready" position. Catch after a short run. Catch by drawing ball in towards the body. Catch while playing jacks.	Assorted size balls. Softball. Small wooden bat.
To be able to use eating utensils skillfully.	Improve coordination with consistent practice at lunch and parties. Use a knife for spreading and cutting. Pour from a pitcher. Unscrew thermos lids. Use napkins properly. Use all utensils easily. Help set the table.	Provide utensils (medium size spoons, forks, knives). Paper nakins. Paper or plastic cups, dishes, and plates.
To be able to use pencil and finger movement and good speed. To be able to produce legible figures and letters.	Grasp tools securely chalk crayon pencil	Chalk and blackboard. Crayon and paper. Pencil.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	Control paper. Hold paper with free hand. Place paper properly on desk. Drawing (large to small) Design and copy varied shapes. Mark dark and light strokes. Facing Follow lines, circles, and shapes. Face letters and numbers. Writing words Make and write motions in air. Write on blackboard. Write on paper.	
To be able to use more advanced "block type" toys or "tinker toys" and "erector sets."	Build with imagination using large wooden blocks, tinker toys, erector set.	Tools and blocks Erector sets Wooden blocks Tinker toys
To be able to use learned skills in useful ways.	Use hand and finger muscles Turn a door knob. Turn a key in a lock. Open and close a door. Operate an electric switch. Unhook a door hook or latch. Operate a bolt on a door. Pick up papers from the floor. Empty a wastebasket into a container. Cut with scissors. Sculpture with clay.	

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	Hang washing. Put lids on jars. Put nuts and bolts together. Paint with paint brush. Use larger muscles Use garden tools of various kinds. Use hand tools. Rhythmic exercises. Swimming.	
To achieve further skills (as needed) in directed and creative physical education activities for the development of gross motor skills.	Provide activities which develop growth in: Locomotion walking tiptoeing running jumping and hopping sliding skipping walking on balance beams Body Mechanics good posture mirror correction Manual Dexterity throwing and catching bouncing pedaling pulling and pushing climbing walking up and down stairs stall-bar climbing jungle gym overhead ladders	Gymnasium and equipment (stall-bars, balance beams, mat for tumbling, inflated balls, volleyballs, beanbags, targets, indian clubs, shuffleboard, jump ropes, volleyball net, record player and piano)

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	tumbling	
To provide a transition from physical education activities to the recreational activities of the home and the community.	Form a bowling league. Form a School Social Club for a planned program of dancing, games and refreshments. Visit the Y.M.C.A. Numerous field trips.	

SAFETY AND SELF-CARE

GENERAL OBJECTIVE: The child will develop habits of safety and self-care in order to care for himself to his fullest potential.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
To have the boys learn to shave.	This will be done by demonstration and practice using an electric razor.	Safety razor Electric razor Towel Shaving cream
To have the girls learn to apply make-up.	This will be done by demonstration and practice.	Make-up
To care for their hair.	Showing how and practice: washing hair, shampoo drying hair setting hair combing hair getting hair cut	Shampoo Wash cloth and towel Curlers Hair dryer
To care for their own feminine hygiene.	Review intermediate level.	Sanitary napkins Films and booklets of various companies: Kimberly-Clark Corporation Neenah, Wisconsin Tampax Incorporated New York, New York 10017 Scott Paper Corporation Philadelphia, Pa. Filmstrips: (9 different films) Good Health and You Eva Gate House Jamaica, New York

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
		Filmstrips: Grooming for Boys Grooming for Girls (Learning Arts, P. O. Box 917, Wichita, Kansas) Films for Girls: Good Grooming Series Hair Care Make-Up Posture Wardrobe (International Film Bureau, Inc. 332 South Michigan Avenue Chicago, Illinois 60604)
To dress in a socially acceptable manner.	Use pictures showing different children in different activities and let the children discuss if they are properly dressed for: play — work school — parties church — sleep	Pictures
To wash his clothes.	The pupils will be shown how to wash clothes and then they will be allowed to practice.	Clothes Soap Washing machine
To use good taste in selecting clothes.	Local stores will supply catalogs. Color matching. Let the children go through a catalog	Catalog

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	to pick out different clothes that will go together for different occasions.	
To hang up his clothes.	Show how to hang up clothes on a hanger and let them practice. Let them pick out the clothes that should be hung on hangers.	Clothes Hangers Pictures
To press and iron his own clothing.	Show how to iron and then let them practice. What to do to different types of clothes and different fabrics. What to do when ironing is done.	Clothes of different types Iron Ironing board
To do simple mending.	Show them how to do simple mending and let them practice: putting on buttons; iron on patches. Show how to fold different types of clothes: shirts; sweaters; socks.	Clothes that need repair Needle and thread Buttons Iron and ironing board Patches Different types of clothes
To eat in a socially acceptable manner.	Read "Sitting and Standing" in Manners Please.	Manners Please by Gail Burket
To sit properly while eating.	Demonstrate how to sit and let children practice.	Chair Table
To pass food properly.	Have children explain what it means to pass food. Explain how to pass things. Practice passing things.	Serving dishes Table
To use tableware properly.	Show and practice the use of tableware during meals and in class. Practice setting the table.	Spoon; Fork; Knife Cup; Plate; Napkins

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
To use proper table manners.	Read table manners from My Little Golden Book of Manners. Use pictures to explain and discuss proper table manners: taking proper amounts share with others washing up before meals eating with reasonable speed eating in usual order	My Little Golden Book of Manners by Peggy Parrish Pictures Filmstrip: Teen Etiquette Series Learning Arts, Box 917, Wichita, Kansas
Eat proper food.	Discussion and demonstration of proper foods to eat.	Pictures Actual food Books -- Eat to Live Wheat Flour Institute Chicago, Illinois What Is a Balanced Diet Sealtest Consumer Service New York, New York
Care for his toilet needs in a socially acceptable manner.	Practice in being self-sufficient: the child will be self-regulated; choosing of his appropriate time; will wash hands automatically; will check clothing to see if it is in place; needs complete privacy.	Pictures Actual bathroom to practice in
Apply simple rules of safety. Take proper action in time of an emergency.	Practice for fire drill. Practice calling fire department. Practice calling police. Understanding meaning of different safety signs.	Telephone Fire Drill Pictures of signs Actual signs

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	Know what to do in different danger situations walking on slippery surfaces coming upon car accidents Practice crossing street	Traffic Safety Signs from CCM Threshold Learning Inc. 2124 West 82nd Place Chicago, Illinois
To be careful playing sports.	Teach proper rules of games and let the children play these games by these rules.	Games
To use proper safety on a bicycle.	This would be done by demonstration and by discussion. Also, showing a film.	Bicycle Film: Safe Bicycling International Film Bureau 332 South Michigan Avenue Chicago, Illinois
To get from one place to another.	Taking trips on public transportation being able to choose the right bus manners on bus not taking to driver stand when bus is full correct change What to do if lost Behavior in public places Discussion of proper safety in a car riding	Field trip on bus Pictures Films: Safety Belt for Susie Safety or Slaughter International Film Bureau 332 South Michigan Avenue Chicago, Illinois 60604

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To recognize dangers which exist.	Picks up after himself Does follow direction or follows a series of directions Looking at pictures and seeing dangers that exist	Pictures Role playing Filmstrips: (8 different films) You and Safety Series Eye Gate House Jamica, New York
To use simple facts about first aid.	Demonstration and practice of what to do when cut what to do if you fall what to do if you are burnt Talking about value of doctor, dentist, and nurse	First Aid Kit Pictures Bandages Filmstrip: Workers of Public Welfare Police Fire Eye Gate House, Inc. Jamica, New York Book - Your Home Medicine Chest Propietary Association 1717 Pennsylvania Ave., N.W. Washington, D. C. 20006
To control his temper.	Separate the child from the class when he displays temper tantrums. Act out the proper behavior in role playing. Discussion of temper control - why and how.	Isolation room or booth

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To identify himself.	He will give his name, address and telephone number on request over a telephone to people in authority.	Telephone Role playing

SOCIAL SKILLS

GENERAL OBJECTIVE: To develop skills that will lead to adequate social understandings within their environment.

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Recognition of name	Placing name on property Tracing name Writing name Associating picture-name Picking name from group	Chalkboard Chalk Paper Crayons Pencils Cards
Recognition of address and telephone number	Tracing address Writing address Drawing picture map of where child lives Take someone to his home Recognition of word address Writing address and telephone when required Trace telephone number Write telephone number Dial telephone number	Telephone Telephone directory Chalkboard Overhead projector
Ability to recognize physical features	Looking in mirror Pointing out physical characteristics Comparing physical characteristics with those of other member of the class	Mirrors Boy-girl dress mock-ups
Becoming aware of personal appearance	Looking at self in mirror for: hair style cleanliness clothes appropriate for occasion	Mirrors Different types and styles of clothing Models

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	color combinations neatness of clothes care of shoes Comparison of self and friend in mirror appropriate dress for occasion	
Using attitudes acceptable in society	Developing acceptable table manners through a meal situation Make a politeness chart Introducing friends in the class Using play telephone Do I Do charts Do I Don't charts Play "I See Something"	Table Dinnerware Silverware Glassware Toy telephone Food Telephone
Recognizes the role of parents in a family situation	Play acting-roles of parents Puppet play Doing household work (girls) cleaning dusting washing scrubbing ironing cooking Doing chores (boys) mowing lawn washing car painting	Puppets Puppet stage House situation Mop Broom Scrub brush Iron Sweeper Pots and pans Lawn mower (hand) Paste wax Cloths

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	simple repairs	Bucket Soap Paint Brushes Hammer Nails Screwdriver
Interacting with brother and sister	Sharing items with classmates Making gifts in crafts for brothers and sisters Writing names of brothers and sisters Play acting Draw pictures of brothers and sisters	Stage
The child recognizes grandparents, aunts, uncles, cousins, etc	Make a family picture album Name chart	Picture album blanks Camera
The child accepts criticism	Class evaluation of individual projects	
The child carries out assigned tasks	Assign individual jobs for a specific time period Give a simple homework assignment Completing a project	Fish tank Animal corner
The child is able to deliver both oral and written messages	Answering school phone Sending a message to another teacher Delivering a message to parent (orally)	Phone

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
The child offers and accepts or refuses invitations	Child invites parents to school party Inviting classmates to a party Child is invited to a party and refuses	Party supplies Invitation cards
The child uses acceptable manners	Dramatic play Tell a child a secret when be comes in in the morning and see if he has told anyone at the end of the day Pin drop game	Stage area Large baby pin (diaper)
The child shows good sportsmanship	Playing team games	Basketball Softball Kickball Red Rover
The child exercises leadership in group activity	Assign a work chart checker Assign a child to lead a group activity Students play teacher	Chart paper
The child is able to follow leadership	Simon Says Follow the Leader Exercising	Exercise records of any type
The child recognizes the neighbor concept	Listing neighbors in the classroom Listing names of neighbors at home Introducing a new neighbor to a friend Build a shoe box city showing position of neighbors in child's own community Identifying neighboring rooms at school. Have some of the children's neighbors come to school and speak to the class	Plastic bricks or building blocks Record: Friends! Friends! Friends! Constructive Playthings Company Members of child's community Shoe

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	Draw a map showing facilities that neighbor the school.	
The child recognizes the roles of community helpers	Observe community workers who come to school Walk with class around the neighborhood, observing the work of community helpers that is meaningful to children policeman on corner street cleaners postman delivering mail barber cutting hair, etc. Invite community helpers to visit the class Visit places associated with community helpers, such as, firehouse, post office Pretend to be a community helper Sing songs about community helpers Discuss and act out ways citizens can cooperate with community helpers obey laws learn how to act in public places	The community Inlay puzzles Community Helper Activities Set I, II Constructive Playthings Company My Community Teaching Pictures Constructive Playthings Company Community Helper Bulletin Board
The child understands the role of the employers	Simulating an employment situation with the teacher as the employer Role playing - giving one child explicit directions to convey to others Meeting various employers	Grocery store area Field trips in community
The child sees himself in relationship to his employer	Teacher acts as employer giving directions as how to perform a task	

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	Providing situations in which child can go to the person in charge for assistance	
Developing the child's relationship to other employees The child interacts with other employees	Working alone Working in an assembly line Working as part of a group Making a scrapbook of family jobs Taking pictures of people working together and discussing them Applying safety rules Taking trips about the school to see various staff members Walking with a partner to a specific place Helping others who need help	Camera Objects to assemble in an assembly line Residences throughout the community

LANGUAGE AND COMMUNICATIONS

General Objective: Listening to Discriminate

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
Identifies people, things and places in his environment when he hears them named	Teacher uses student's names as much as possible through the day and programs for response	
Responds to his own name when he hears it called	Make a tape recording with pupil's names on it. Have each pupil respond when he hears his name	Tape recorder Tape
Identifies others when he hears their names called	Student points to person when he hears his name called	Peabody Language Development Kits Lesson #35, Part 2, Page 45
	Student interacts as directed by teacher, with classmate or other person named by teacher	
	Student delivers something to a person named (errand)	Use Peabody Language Development Kit for Level #1
Identifies objects in his environment when name of object is mentioned	Student identifies pictures of objects as they are named (clothing, foods, furniture, utensils, tools, appliances, vehicles, etc)	The following lessons are good: Daily Lesson #10, Part 2, Page 15 Daily Lesson #28, Part 2, Page 37 Daily Lesson #106, Part 1, Page 129 Also, many others
	Identify models, displays, filmstrips, as articles as they are named by teacher (or student)	
	Perform errands which calls for delivery as item named by teacher	
Identifies familiar animals when named	Identifies pictures and models.	Circle games Flannel Board Flannel Scissors
	Take a trip to a farm.	
	Take a trip to the zoo.	
	Identify animals seen and heard as teacher names them for you.	
	Cut out pictures as they are named and make a flannel board display.	

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
Identifies familiar places when they are named	Send him on errands to the office, nurse's quarters, gym, cafeteria, etc. Identify pictures of places as they are named (gas station, market, department store, circus)	Various occupation picture collections Pictures from magazines Posters
Identifies external body parts when named	Student points to parts as teacher names them Pupil points to them on charts or models as they are named	Charts Models Pictures of human body
Identifies sounds in his environment	Take trips to places where sounds can be heard Students listen to teach imitate or reproduce (tape, records) familiar sounds. Listen to sounds of the elements and identify them (rain, wind) Blindfold students and identify sounds Examples: coins jingling, a ball bouncing, paper being crumbled, closing a door, etc. Call pupil's attention to mood changes in human voices (anger, pleasure, pain, excitement, sadness)	Field trips Records, tapes
	Let children experiment will volume or sound equipment and discuss results Provide experience for students to recognize distant and near sounds, loud and soft sounds, high and low pitched sounds. Discuss experiences with them	Sound equipment Radio Television Bells Musical instruments

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	Ask student to use his voice in many ways. Have demonstrations of whisper, squeal, loudness, softness, screaming, laughing, crying, scolding	
	Other experiences to demonstrate likeness and difference in sounds should be devised. Use musical instruments for example.	Musical instruments
	Play games with them. Example: Have students repeat in unison after you (teacher) "Now I'm using a soft voice." "Now I'm using a loud voice." "Now I'm using an angry voice."	Listening Aids Through the Grades by David Russell
	Same and different. The teacher asks the group to listen carefully as she says two words. The child must tell her if the words are the same or different. Begin with vastly different sounding words such as: ball - red, - egg - radio, - fish - leaf, etc. As the child learns the idea of the game use words that are more alike in sound such as: like - bike, may - play, cool - school, kate - skate, etc.	Peabody Language Developement Kit #1 Daily Lesson #16
Uses auditory stimuli for safety cues	Provide opportunities for students to hear the sound of such occurrences as boiling water, short circuit, explosion, shattering glass, escaping gas, etc.	Demonstrations and prepared tapes with accompanying pictures or illustrations
	Play recordings or arrange demonstrations to let students hear the danger sounds of animals and insects	Example: Record-Farm and Zoo LCR-55-50 Folkways and Scholastic Records

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
Identifies colors as they are named	Name colors on color chart Hands teacher color chips when she calls a name of a color Play games, placing colors on flannel board when called Game: Who is wearing a red dress? a blue shirt?	Color chart
Identifies shapes when named (round, square, triangle, straight line, curved line, parallel line, circle	Draw figures as teacher names each one Identify named objects on charts Identify same by selecting a model Have students point to, or draw the various shapes and lines when named	Developing Learning Readiness by G. N. Getman Elmer R. Kane Marvin R. Halgren Gordon W. McKee pages 81-92 Charts depicting geometric figures (Teacher made displays)
Listens for information	Teacher provides opportunities for children to: Participate in class discussions Relate events from personal experiences Give details concerning programs viewed on television Tell about movies they have seen Repeat information heard during class periods	
Listens to and responds adequately to verbal instructions given by teacher	Follows instructions to play games and participates at dances Follows verbal instructions given by teacher Carries out an errand	Gym equipment Records

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
Listens to and follows directions given by an authority figure in the school Listens to and follows directions for safety	Follows directions given by a principal, nurse, psychologist, supervisor, etc. Reacts properly to fire drill Practices safety on the playground, in the cafeteria, on stairs, in the halls, on the bus, etc	

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
Listens to stories	Tells as much of a story as he can remember Tells a story in proper sequence with pleasure Enjoys the basic idea and action of a story Discusses the story meaningfully	
Listens to and participates in school	Takes an active part in school programs Enjoys movies and gains information from them	
Listens to and relates information from television shows	Relates information gained from television shows	
Listens to and enjoys popular music	Responds to records during leisure periods and social affairs	
Listens to and performs to more complicated rhythms	Performs square dances Performs folk dances Responds to physical fitness records	
Listens to and participates in dramatic play	Pantomimes characters Acts out particular life situation	

Speaking to Communicate Effectively

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
Participates in physical aspects needed for speech development	Blows soap bubbles Blows ping pong balls across the table and sucks through a straw Thrusts tongue up, down, to right and left corner as requested	Teacher supplies own materials
Reproduces an emotional reaction	Baby crys, laughs, anger, fear, jealousy, pain, smiling, cheers	Sounds Around Us Peabody Kit K-1 Indoor and Outdoor Sounds - Let's Find Out
Imitates teacher in repetitive words of a song	Sing the repetitive words of the song or similar sounds in the song	Did You Ever See A Lassie Music Red Book Are You Sleeping Music Red Book There Are Many Flags In Many Lands Our Singing World Sing and Learn Book John Day Company
Reproduces primary initial speech sounds	Repeat initial consonant sounds Repeat initial vowel sounds	Language Master Activity Cards
Reproduces names of objects (single words) such as wagon, car, truck, automobile, fire engine, bus, etc.	Says names of large or small models Says names of vehicles when placed on flannel board Makes a folder with pictures of vehicles	Toy vehicles Magazines Posters Pictures
Uses one or more words in answer to simple question	Responds to questions that require an answer of one or two words - refer to Peabody Kit for related activities. Responses recorded on tape recorder and played back.	Peabody Language Kit Level #1 Lesson 52-53 Tape recorder

Speaking to Communicate Effectively

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
Speaks in sentences	Repeats short sentences after teacher Responds to situations where short sentences may be used Repeats until habit of speaking in sentences is formulated	Peabody Language Kit Level #1 Lessons 80 - 99 Language Master Short Sentence Cards
Participates in songs by singing the words	Sings holiday songs, seasonal songs, and various action songs Acts out a character in a song	Games and Music Red Book - Ginn and Company Music Book American Book Company Easy Skits for Youngsters S. Denison Company

Speaking to Develop Acceptable Language

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
Participates in experience Sharing activities Interprets pictures	Show and describe or tell story about things brought from home or made in school. Take turns being teacher calling on pupils to "Show and Tell" Answers questions requiring longer replies and the use of various parts of speech Describe a situation portrayed in a picture Tell a story in sequence from a series of pictures in a book	Magazines Filmstrips Calalogues Peabody Kit Level K People-Things-Pictures Ginn Kit Level A Activity oriented library books
Participates in discussion	Reports and describes individual school jobs or craft projects Discusses standards of behavior such as safety, hygiene and manners Discuss meaning of signs, symbols, numbers, coins, calender	Safety For Me Starrwick House Book 1-2 Calendar Coins AAA Safety Signs
Uses telephone properly	Imitates and carries on telephone conversation in an accepted manner Makes a planned telephone call to own name and discuss with class afterwards Uses appropriate greetings and can converse	How To Use Telephone Kit Bell Telephone
Participates in dramatic play	Students may plan and dress up for impromptu plays Dramatizes acceptable behavior in a common social situation Self-conscious pupils can use hand puppets to talk, sing or dance for them The function of community workers may be acted out with some degree of reality by advanced boys and girls	Role playing based on S.V.E. Pictures depicting the longer variety of activities of a worker Puppets - hand and full size

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
Participates in tape recorder activites	Repeats words after the teacher Listens to recording of teacher's and own words to see if they sound the same Note poor volume or rate of talking. Repeat several times the words or sentences previously used, each time listening to see if speech sounds are better	Language Master Tape recorder
Participates in language games	Picture dominos -- While playing, names picture or pictures that can be played at one or the other end of the line of dominos already played Lotto -- Teachs vocabulary and gives practice in combining several words into a sentence	Farm Lotto Zoo Lotto Store Lotto Milton Bradley Classification Game Instructo Publication

Reading: Recognition of Important Printed Names

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
Recognizes printed names of persons own first name own full name teacher's name classmates' names	Plays matching games on flannel board Reads names printed on charts Reads names from flash cards Reads names on 2 or 3 toys and animals Recognizes names without objects	Teacher prepared materials charts and pictures flash cards objects for labeling flannel board chart with pockets - each containing a child's name toys and animal models
Recognizes printed names of familiar objects	Play a naming game with assorted picture and printed cards of fruits and vegetables, household cards, miscellaneous animals, transportation, etc.	Peabody Language Kit Level #1 Daily Lesson #98

Reading: Association of Printed Names with Objects

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
Associates printed names with familiar objects in the home and school furniture and tools at home Calendar and pictures at school Associate printed labels with food such as produce and stables	Recognizes names printed on charts Recognizes the printed names of articles of furniture in pictures Recognizes the printed names of tools placed or labeled on article Reads the name of the day from the calendar and checks off the day each morning Recognize printed labels on cans and boxes of food Play grocery store Select articles when shown name on printed card or label that he recognizes in store	Charts Pictures large calendars pictures illustrating the months filmstrips and slides on furniture tools tool catalogues Boxes and cans of food, labeled Coins for grocery store

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
Reads safety signs caution — keep out danger — entrance exit — poison men-women — in-out boys - girls — go ladies-gentlemen — wet paint	Reads displayed signs aloud Looks for pictures in magazines that illustrates signs Reads signs whenever he sees them around the school	Safety Signs by A.A.A. Teacher-made signs on large oak tag Magazines
Reads traffic signs and names of streets walk - wait watch your step stop school listen men working telephone no tresspassing	Leads in flash card drill Recognizes and repeats names of signs frequently	Safety signs on large card made by teacher Names of streets on cards Safety Signs by Creative Playthings

Writing Skills

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
Prints from memory	Capable of printing without visual clues - names, addresses, phone numbers, alphabet letters, etc.	
Produces adequate writing for information	Name and addresses, telephone numbers, dates, days, months, weather, new items, etc.	Teacher made materials
Produces legible writing when copying	Practices writing to establish letter size, spacing, spacing between words, neatness, limited punctuation	Ready To Go Zaner Bloser Writing Materials
Writes as a means of communication	Thank you notes, letters, birthday greetings, invitations, menus, shop terms, etc.	Teacher made materials worksheets, etc.

FUNCTIONAL ARITHMETIC

eral Objective:

o develop an understanding of simple functional arithmetic

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
o count	counting children, desks, chairs, etc. counting people at dining table counting different colored beads on the abacus counting pennies or blocks by moving objects left to right count number of one of a kind objects in the room put twelve eggs in a carton recognize a dozen string a certain number of beads designated by teacher make continuous bead pattern such as 3 big, 2 small point to first, second, third and last objects place correct number of beads in a box to correspond with numbers put calendar numbers in sequence, read calendar numbers keeping score of games count number of cards in dealing a card game use counting in doing jobs stack cups in piles of three put two pages in envelopes put pages in order by number count cups in cooking play hopscotch	bead abacus sorting tray quizmo number lines beads cards paper cups Kinesthetic numeral cards and counting discs
To demonstrate understanding of terms	empty, full everybody, nobody	number concept cards Milton Bradley

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	all, none, some more, less cup, pint, quart	fraction pies flannelboard measurement sets
To demonstrate knowledge of time	use of meaningful terms such as: last night, tonight, tomorrow, yesterday, tomorrow night, this morning correlate the above with the days of the week learn the days of the week find dates on a calendar give present day, month, year give date of birth and age name season and give characteristics of each season	Judy calendar pictures
To tell time	distinguish hands as long and short say number of hours as teacher moves hands on clock tell time by hours in sequence tell which is longer, an hour or a day tell what time school begins - be sure children are on time tell time to begin a specific activity teach half past and quarter past the hour set an alarm clock punch a time clock	Kiddiclock individual playskol clocks wrist watches Tell Time Quizmo Teach-A-Time Clock Constructive playthings Clock Puzzle Constructive playthings

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
		Flannelboard clock Time Tone Clock Constructive playthings alarm clock time clock
To recognize and use coins and money	play store using pennies associate cent sign with penny real price markings and tags name coins offered by teacher select specific coins from a group play store purchasing items for pennies, nickles, dimes and quarters select money for simple purchases using a combination of coins go to a store and really purchase items. Students pay for items and get change.	play money real money boxes and cans for a store local store
To measure for home needs	use measuring cups in cooking class use measuring spoons in cooking class use a quart measure in preparing mixtures for art class or in cooking class use a pint measure in classes as needed measure the milk in the cartons at lunch time use a kitchen scale for basic weights pound 1/2 pound	measuring cups measuring spoons quart measure pint measure kitchen scales

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To measure for occupational needs	use ruler, yardstick or measuring tape measure: fabric tape twine string paper yarn wire ribbon wood	rulers measuring tapes yardstick tape twine string paper yarn wire ribbon wood
	sort in pairs socks shoes etc. for sorting clothing	shoes socks, etc.
To measure for getting around in the environment	measure off distances in city blocks number of blocks from: home to school home to store school to store home to friends house home to park	

VOCATIONAL SKILLS

General Objectives: To develop skills for vocational adequacy

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES

PERFORMANCE OF HOME CHORES
 	
To do kitchen chores
	Cleans Kitchen
	
	scrape and rinse plates
	stack dishes for washing
	prepare dishwater
	prepare rinse water
	wash dishes
	wipe dishes
	puts dishes away
	scrape and rinse pots and pans
	wash pots and pans
	dry pots and pans
	puts pots and pans away
	clean table
	wipe stove
	clean sink
	empty garbage
	clean small appliances
	  toaster
	  mixer
	  blender
	  coffee pot
	clean refrigerator - inside and outside
	clean stove - inside and outside
	prepares own cleaning solutions
	clean kitchen cabinets
	sweep floors
	mop floors
	  sponge mop
	  string mop
	scrub floor
		Home Economics room and equipment
		
		dishes
		detergent
		dish towels
		scouring pads
		cleanser
		toaster
		mixer
		blender
		coffee pot
		refrigerator
		stove
		cupboards
		broom and dust pan
		string mop
		sponge mop
		bucket
		wax for floors
		cleaner or wax for cupboards
		window cleaner
		all purpose cleaner
		window cloths (paper towels)
		cleaning cloths or sponges
		ammonia
		coffee pot cleaner
		small brush

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	use dishwasher loading operating unloading - put dishes away wash windows wax floors wash woodwork window sills and frames doors and door frames	Filmstrips: Household Helpers Procter and Gamble Road to Responsibility Procter and Gamble Film: Safety Begins at Home Association Films
To do daily bathroom chores	<u>Cleans Bathroom</u> prepares own cleaning solutions cleans sink cleans tub cleans toilet cleans window sills cleans floors empties hamper empties wastebasket cleans mirror shakes rugs replaces on a clean floor replaces toilet tissue if necessary replaces soap if necessary scrubs floor	cleaning materials bowl brush bowl cleaner cleanser bucket soap toilet tissue wax cloths or sponges window cleaner all purpose cleaner Transparencies and materials for reproduction.

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	waxes floor washes windows gets out and puts away all supplies and equipment used	HOME CARE--Procter and Gamble
To do daily cleaning chores in living room, dining room and halls	brushes furniture polishes furniture dusts doors frames sills baseboards dusts lamps pictures knick knacks empties ashtrays washs and dries ashtrays dusts floors uses carpet sweeper uses vacuum sweeper cleans and stores sweepers shakes small rugs straightens and replaces scatter rugs stacks newspapers and magazines neatly replaces furniture and accessories fluffs pillows straightens lamps straightens curtains and drapes washes window sills gets out and puts away all equipment and supplies used	brushes dust cloths dust mop carpet sweeper vacuum sweeper furniture polish floor wax window cleaner all purpose cleaner Film: Sharing Work at Home Association Films Preventing Accidents in the Home Safe and Sound at Home Safe Home-Safe Living Allegheny Co. Film Library

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To do daily and weekly chores in bedrooms	get out and put away all equipment and supplies make beds change bed linens fluff pillows dust furniture dust floors with dust mop dust floors and frames vacuum rugs shake scatter rugs empty wastebasket pick up toys in child's room clean windows from inside clean mirrors clean light fixtures change dresser scarves when necessary clean drawers in own room straighten clothes in clothes closet hang garments properly on hangers arrange or straighten shoes in bag or on rack fold clothes properly for storage	bed linens cleaning supplies and equipment Film: Make Your Home Safe Association Films
To clean porch or patio	<u>Cleans Porch or Patio</u> get out and put away equipment and supplies dusts window ledges, furniture, railings washes railings, window ledges, furniture mops or hoses porch or patio cover outside furniture raises and lowers awnings and screens	cleaning products clothes or sponges brushes hose mops brooms

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	empties ashtrays cleans walks sweeps picks up leaves picks up paper, etc. shovels snow from walks in winter scatters salt on walks or steps as needed (winter)	waste containers shovel salt
To take care of yard and maintain a good appearance	<u>Cleans Yard</u> pick up rubbish, paper, twigs, etc. rake and gather leaves cut grass with hand mower shovel snow spade ground for garden or flowers rakes spaded ground weed garden or flowers rakes cut grass and puts in proper place plants seeds water grass, flowers and garden takes care of all tools and equipment used	 waste containers rake hoe spade hose mower shovel seeds
PREPARATION OF SIMPLE MEALS		
To learn basic cooking skills	get out and put away needed supplies and equipment set table serve food clear table	Home Economics room and equipment housekeeping supplies food

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	learn name of common utensils measuring cups measuring spoons bowl mixer spatula egg beater, etc. learn some basic cooking terms boil fry bake mix stir beat fold, etc. measuring procedures plans healthful meals with supervision	Films: Foods for Health Skill at the Sandwich Counter Allegheny Co. Film Library Field trips local food stores local restaurants Transparencies and spirit masters Teaching Aids--Procter and Gamble Pictures from magazines Better Homes and Gardens Jr. Cookbook Meredith Publishing Company Des Moines, Iowa ($1.95)
To prepare simple foods	prepares simple foods individually sandwiches soup from can and package salad fruit and vegetable instant pudding cooked pudding Jello - plain and fruited milk shakes chocolate milk hot cocoa powdered fruit drinks bottled fruit concentrates tea coffee	Betty Crocker New Boys and Girls Cookbook Golden Press Quick and Easy Cookbook

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To prepare, serve and eat simple lunches	plan and prepare simple lunches plan what we need plan how much we need help with shopping help put away groceries plan lunches using foods we have prepared before (reinforcement) prepare, serve and eat lunches	
To prepare, serve and eat a good basic breakfast	prepare simple foods that can be eaten at breakfast cinnamon toast cooked cereal french toast poor man's sweet rolls refrigerator sweet rolls bacon sausage frozen juice plan and prepare breakfast using these foods Sample: juice, sweet roll and beverage or fruit, cereal, toast and beverage or fruit, eggs, bacon, toast, beverage or juice, french toast, sausage, beverage	Filmstrips: Be an Artist at Breakfast Pineapple Growers Association Can Opener Easy Meals Swift and Company Whipping Magic of Evaporated Milk Evaporated Milk Association Headstart on Homemaking Carnation Co. Instructo Kits for Flannel Board Nutrition Balanced Meals Plants and Food

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	help purchase food put food away after meals do all cleanup prepare simple dinner foods salads desserts rolls and hot breads hot dishes macaroni and cheese hamburger stew spanish rice heavenly hash hamburgers hotdogs	Films: Better Breakfasts U.S.A. Association Films Why Eat A Good Breakfast Allegheny Co. Film Library Transparencies Basic food groups
To prepare, serve and eat simple dinners	plan, prepare, serve and eat simple dinners using as many packaged and canned foods as possible simple dinners - examples hot dish, salad, rolls and butter, dessert and beverage or hotdogs, baked beans, salad, dessert and beverage or hamburger, baked potato, canned or frozen vegetables, dessert and beverage	
To use prepared mixes	use packaged cake mixes	Bulletin board materials about breakfast from Kellogg's

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	use refrigerator cookies use all types of easy baking mixes	picture, films and filmstrips about milk from the National Dairy Council in your area
To pack a lunch for school or work	prepare foods and pack lunches that could go to school or work	Films:
To prepare healthy snacks	prepare healthful snacks peanut butter stuffed celery Some Mores popcorn graham crackers with icing	4 Food Groups Association Films Good Table Manners Mealtime Manners and Health Mind Your Manners Story of Potatoes Story of Rice Story of Sugar Kids and Cookies The Miracle of Apples Association Films
To go to the store for a few items	Shopping go to a store and see where things are found show students how to select good fruit and vegetables show students where the price is marked on various items	Film: Table Manners Allegheny Co. Film Library local supermarket
To do the family laundry	gets out and puts away equipment and supplies gathers dirty clothes sorts clothes according to color, fabric and soil	

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	loads machine sets machine for type of load and soil uses special preparations presoak bleach fabric softener starch removes clothing from washer puts clothes in dryer hangs clothes on a line uses a drying rack hangs drip-dry on hangers removes clothes from dryer folds clothes puts clothes aside for mending turns and matches socks sorts ironing sprinkles	Home Economics room and equipment laundry supplies detergent presoak bleach soap water softener fabric softener whitener starch steam aid
To hand wash personal items	hose some bras and girdles woolen sweaters delicate slips, nighties and blouses uses a sweater dryer	clothing and household linens to launder Transparencies and spirit masters: Laundering--A Teaching Aid from Procter and Gamble Field trip to local laundromat
To keep laundry area neat and clean	Cleans Laundry cleans washer cleans dryer cleans tub	

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	cleans basins if used sweeps, dust mops or mops the floor in the laundry area	cleaning materials
To do simple ironing	Irons	
	gets out and puts away supplies and equipment irons small flat pieces irons large flat pieces irons blouses irons dresses irons curtains	iron ironing board ironing aids spray starch steam aid clothes to iron
To press clothes	Presses	
	dresses slacks shirts drapes	garments to press pressing cloth spray bottle for water
To use various kinds of equipment and products	use dry iron use steam iron set and use a steam and dry iron use fabric finishers of different kinds	different types of irons fabric finishers
To use basic sewing skills	get out and put away equipment and materials thread a needle learn to use a running stitch use running stitch for felt projects wall hangings pillows book covers	needles thread pins thimbles fabrics felt

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	handkerchief cases use running stitch to baste a split seam baste hem in tea towel sew on buttons repair a garment learn to operate and control sewing machine sew with machine on lined paper with no thread learn to thread the machine practice on fabric with threaded machine practice control and guiding stitch hem in a tea towel Simple projects for machine APRON--Hem both ends of the piece of fabric. Run an apron clip or ribbon through one hem. LAUNDRY BAG--Sew three sides. Hem the open end and put a cord through the hem.	buttons sewing machines machine threading charts <u>Leaflet:</u> Easy To Sew Projects Are Fun William E. Wright Company
To use fancy stitches	Does embroidery--learns stitches outline stitch back stitch lazy daisy	embroidery thread embroidery hoops transfer patterns <u>Leaflet:</u> Fashion Bealts William E. Wright Company

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To knit and make simple items	learn basic knitting stitches make a project using all knitting headband scarf hat slippers learn to purl make more advanced projects scarves caps socks slippers afghan squares	knitting needles wool or orlon yarn Sear's Beginning Knitting Book Sear's Beginners Delight, Vol. No. 308 Spinnerin Yarn Company The Fun Way to Learn Knitting, Vol. 105 Fleisher's Yarn Company
	learn to increase and decrease do more difficult projects	Leaflet #1157 American Thread Company Rug Yarn Scarf and Cap
	rake knitting straight double circular	Knitting rakes straight, double and circular Rake Knitting Book J. L. Hammett Company
To crochet and make simple items	Crochet learn basic stitches chain	crochet hooks yarn

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	single crochet double crochet practice stitches make simple projects potholders placemats scarf	heavy cotton crochet thread
To be helpful to others	help other children in the family dress eat	
	help younger children at school get off busses and get to rooms get off coats and boots get ready to go out and play watch them on playground help them get ready to go home help children to busses	
To help at home	help Mother with household chores	
	help wash the family car	
To run errands	Running errands	
	carry written messages to another teacher recognize teacher and room number return with written message	
	carry a verbal message and return with a verbal message	

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	carry notes home and bring back a reply	
	go to the store and purchase familiar items	
To do basic household repairs	learn to use basic tools replace missing hook or nail hang a picture manipulate simple machines repaint an object reglue an object that has come apart sand an item to smooth it for painting polish and clean equipment	workbench and equipment crosscut and rip saws plane screwdriver clamps for gluing files sandpaper paint and varnish screws nails picture hooks glue
To use the telephone	dial home number dial a relative or close friend dial emergency numbers dial operator answer the phone - take a message	telephones for practice
To travel about the neighborhood or community	working around the school area to find where various places are walking around home neighborhood of home to become familiar with it getting a bus to and from familiar places as church, school, etc.	

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
	become familiar with bus, train, or whatever means of transportation he may need to get to work -- pay own fare, etc.	
To do simple office tasks	put together sets of mimeographed papers check by counting pages get edges even staple or put in folders or envelopes fold circulars or business papers insert in envelopes and seal apply stamps using a small sponge bundle and tie circulars for mailing sort clips, tacks, etc. use paper cutter, paper punch, rubber stamp, stapler, and transparent tape attach gummed labels package in envelopes small with glue seal large with clasp seal	school office any teacher sending out notices an organization sending out notices, PTA, PSEA, etc.
To develop occupational skills in the area of food service	do serving and pouring	

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	butter bread wash dishes scrape dishes clean pots and pans polish metal clean vegetables clean stainless steel	school kitchen and cafeteria
To develop skills usable in a sheltered workshop	examine articles and sort according to specification lace or string pack according to pattern glue polish and clean sand use tools manipulate simple machines run errands use a time clock put up and take down flag load and unload supplies set up and take down chairs for assemblies sort coupons assemble parts of objects into whole objects nuts and bolts leather goods key cases link belts changes purses small objects plastic toys	special materials to practice skills usable in particular area workshops objects for assembling samples of materials used in local workshops

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	. keychain novelties costume jewelry	
	measuring and cutting twine yarn paper wire wood yard or piece goods	materials to measure and cut
	collation by size--scratch pads color--reports with different colored pages or any items that are separated by color number--reports with a specific number of pages, and must be in order or items in lots of dozens, etc. per box or package	school supply room school office PTA, PSEA, etc.
	lacing shoes display in boxes packing in boxes small--paper clips discs large--books plastic dishes packing in bags small--toys nails	

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	large--clothing for charity laundry	
	packing in bundles newspapers telephone books clothing wooden stakes	materials to bundle
	stapling swatches scratch pads envelopes of material collated material materials to cards	materials to staple
	matching colors thread and buttons thread and cloth	materials to match matching games
	identifying pairs shoes socks gloves shoe strings pillowcases earrings	materials to identify games for matching pairs
	matching related pairs cup and saucer sugar and creamer nuts and bolts salt and pepper shakers	games for matching related objects

SUPPLEMENTAL ACTIVITIES THAT SOME SECONDARY TRAINABLE MENTALLY RETARDED ARE ABLE TO ACCOMPLISH

CROCHETED SCARF

Materials: 1 - 4 oz. skein knitting worsted

Size G crochet hook (Size H or J may also be used - stitch will be looser)

Chain 39

Row 1 --- sc in the 6th stitch from the hook, chain 5, sc in the 4th st continue across the row with ch. 5, sc in the 4th st.

Row 2 --- Turn, ch. 5, sc in the first ch 5 loop. Continue across the row. There will be 9 loops across the row.

Continue in this manner until the scarf is the sedired length. Attach fringe to both ends.

WOMAN'S SCARF

Size --- 14 by 40 inches

Materials: 2 - 4 oz. skeins knitting worsted

Size 8 knitting needles

Cast on 63 stitches. Work in pattern stitch as follows:

Rows 1, 2, 3, and 4 --- Knit

Row 5 --- Purl

Row 6 --- Knit

Row 7 --- Purl

Row 8 --- Knit

Repeat these 8 rows for pattern 34 times more.

Knit 3 rows and bind off.

Fringe --- Wind yarn over a 2 1/2 inch cardboard. Cut strands at one end. Fold and knot 2 strands in every other stitch at each end of the scarf.

EASY CROCHET MULTI-COLOR SCARF

Materials: Knitting worsted 2 - 4 oz. skeins of 1 color and 1 - 4 oz. skein of a second color
1 Size K crochet hook

STRIPING PATTERN --- Work 8 rows of one color and 4 rows of the other. Repeat.

Chain 58.

Row 1 - 1 dc in the 7th chain, * ch 2, 1 dc in the 3rd, repeat from * to end of row.

Row 2 - ch 3, turn, 1 dc under ch 2 space, * ch 1, 2 dc under next ch 2 space, repeat from * to end, ending with ch 1, 2 dc under last 2 chain sts.

Row 3 - chain 5, turn, 1 dc under ch 1 space, * ch 2, 1 dc under ch 1 space, repeat from * to end, ending with ch 2, 1 dc in end chain.

Repeat rows 2 and 3 for pattern.

Work even in striping pattern for 8 times, ending with 8 rows of the first color.

Work on a border on each end.

Row 1 - 1 sc in the first block, 5 dc in the next block, * 1 sc in the next block, 5 dc in the next block, repeat from * to end.

Row 2 - ch 2 turn, * 1 sc in the 3rd dc, 5 dc in sc, repeat from * to end.

CRAZY-QUILT AFGAN

Material: Spinnerin Marvel Twist Yarn Squares can be made in any color and put together to suit the maker.

Make 48 squares.

Cast on 32 stitches. Work in stockinette stitch for 42 rows - about 7 inches or until a square is formed. Bind off.

Sew the squares together in rows of 8. Then sew 6 strips together. Attach fringe at top and bottom.

If the child has only accomplished knitting, then do the squares in all knitting or garter stitch. If the child is more accomplished, some of the squares may be patterned. Several children may work on one afgan if we make sure that all the squares come out the same size.

RIBBED CAP

Cast on 72 stitches. Rib in k 2, and p 2, for 11 inches.

Row 1 - K 2 tog., repeat across the row.

Row 3 and 4 - Same as Row 1. Break yarn, leaving about 24 inches. Thread yarn through blunt end tapestry needle and run through stitches on knitting needle. Draw stitches together tightly. Fasten securely. With fingers or crochet hook, make a chain. Make a tassel on a 2 inch cardboard. Join tassel to one end of the chain. Join the other end of the chain to the top of the hat.

FUNNY FACE CAP

Materials: 2 oz. Fleishers Four Seasons Yarn. 1 pr. size 11 knitting needles

Guage: 3 stitches + 1 inch.

6 rows (3 ridges) = 1 inch.

Measure off 45 inches from the end of the yarn, and cast on 32 stitches. Do not break off the end of the yarn. This will be used later as part of the braided tie string. Knit every row for 52 rows. Bind off. Break yarn leaving a 15 inch end for the braided tie string. You will have 27 ridges on the right side including the bound off edge.

Tie Strings Cut one strand of yarn 30 inches long. Draw through corner at end of bind off row. Pull ends even. Braid these three strands for 10 inches. Tie ends in a knot. Trim ends for a tassel. Cut 1 strand of yarn 28 inches long. Draw through the corner of the cast on row. Braid for 12 inches, together with end of yarn left at this corner. Block.

Use small pieces of colored felt or silkto applique for face on back of cap.

Tassel: Wind the remaining yarn on a piece of cardboard 3 inches wide. Tie at one end, leaving an end of yarn to sew to cap. Cut the other end. Tie again, 3 inches below tied end. Trim ends of tassel even. Sew tassel to the front of the cap. Turn front corner back over the cap and tack.

STRETCH TV SLIPPERS

Materials: 1 pr. No. 8 knitting needles 2 oz. Sears Petal, Delight or Empress yarn.

Cast on 28 stitches. (heel)

Knit every row until the piece measures the length of your foot. Break off the yarn leaving an 8 inch end. Thread yarn into a tapestry needle, and slip the stitches from the knitting needle onto the tapestry needle. Pull stitches up very tightly and fasten securely. Sew the edges together for 2 - 4 inches above the drawn up stitches, to form the toe. Fold cast on edge in half and make a seam for center back.

MAN'S SCARF

Size: 7 inches by 40 inches

Materials: 4 oz. skein knitting worsted 1 pr. size 8 knitting needles

Cast on 34 stitches. Knit every row until the piece measures 40 inches. Bind off.

Fringe: Wind yarn around a 2 1/2 inch cardboard. Cut strands at one end. Fold and knot 2 strands in every other stitch across each end of the scarf.

TASSEL BONNET

Materials: 1 pair of number 8 knitting needles 2 oz. Sears Petal, Delight or Empress yarn

Guage: 4 1/2 to 5 stitches = 1 inch.

Cast on 35 stitches. This will be 7 or 7 1/2 inches. Knit every row until you have a rectangular piece which measures 14 or 15 inches long. Sew short sides together. Fasten one end together making 3 loops. Make three tassels and fasten at joining.

HOUSE SLIPPERS "A GO-GO"

Either corner, heel or toe ----- tie them on and go --- go.

On number 6 needles, cast on three (3) stitches. Knit one row. Next row: Knit 1, inc. 1 in the next stitch, knit 1. Third row: K. 1, inc. 1 stitch in the next stitch, K. 2. You now have 5 stitches on the needle. Knit every row until work measures 5 inches. Next row: (repeat this row until there are 21 stitches on the needle). Increase 1 stitch in each one of these 21 stitches. (42 stitches on needles) Work on these 42 stitches as follows: Knit

in ribbing of K. 2, P. 2. Work in ribbing until the ribbing measures 6 inches. Knit 2 together across the row. (21 stitches on the needle) Nex row: K. 1, K. 2 together, K. across the row. Repeat this row until there are 5 stitches on the needle. Knit these 5 stitches for 5 inches. Next row: K. 1, K. 2 together, K. 2. K. 1, K. 2 together, K. 1. Knit one row and bind off. Sew up both ends of each slipper. When slippers are finished ties will tie over the instep. The slippers may be finished with a row of crochet in a contrasting color around the opening of the slippers. Use knitting worsted or equivalent yarn.

RIBBED NO-HEEL SOCKS

Material: 1 4 oz. skein of knitting worsted 1 pr. No. 8 knitting needles

Starting at cuff edge, cast on 32 stitches loosely. Work in ribbing of knit 2 stitches, purl 2 stitches for 18 inches. Next row: *knit 2 st. together, P 2 st. together and repeat from * across the row. 16 st. remain. Break the yarn, leaving a strand about a yard long. Draw the yarn through the st. on the needle to form a ring, then draw yarn through same st. again to reinforce. Fasten securely and sew up the back of the sock. Make second sock the same way.

GARTER STITCH SCARF AND PONY TAIL HAT

Material: 1 4 oz. skein of knitting worsted makes scarf and hat. 1 pr. size 8 knitting needles.

SCARF: Cast on 24 stitches. Work in garter stitch as follows:

Row 1 --- knit 24

Row 2 --- knit 24

Row 3 --- (short row) --- knit 16, leaving 8 st. unworked

Row 4 --- (short row) --- knit 16

Repeat these 4 rows for pattern until there are 102 ridges (204 rows) of long rows. Bind off. Sew 2 buttons on the scarf about 2 1/2 and 4 inches from one end. Button scarf through eyelets.

HAT: Cast on 44 stitches. Work in garter stitch as follows:

Row 1 --- knit 44

Row 2 --- knit 44

Row 3 --- (short row) knit 36, turn, leaving 8 st. unworked

Row 4 --- (short row) knit 36

Repeat these 4 rows for pattern, until there are 54 ridges (108 rows) of long rows. Bind off. Sew bound off and cast on edges together. Turn up 3 inches at lower edge for cuff.

POMPONS

Cut 2 round cardboard discs the desired size. 2 1/2 inches in diameter makes a medium sized pompon. Use larger circles for larger pompons. Cut to a 1/4 to 1/2 inch hole in the middle. Thread a tapestry needle with yarn and cover the discs, by going through the center hole and over the edge of the circle. After the discs are completely covered and the center hole completely filled, slip the scissors between the discs and cut all threads at the outside edge. Wind a thread several times between the discs, leaving the ends long enough to join the pompon and the article. Remove cardboard. Trim the pompon. To make the pompon very fuzzy, place the finished pompon on the end of a table fork, and hold it over a steam kettle, keep turning the pompon until it is moist and fuzzy. Be careful not to burn yourself.

General Objectives:
1. to develop gains in physical well-being
2. to develop emotional gains and stability
3. to develop and progress towards greater degrees of social independence
4. to develop gains in intellectual advancement

RECREATIONAL ACTIVITIES

Aquatics

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To develop skills that safeguard the individual while in, on, or near the water.	Life saving and water safety Floating - face up and down Holding breath under water Orientate individual to location of life saving devices ring bouys ropes life jackets intertubes Teach individuals to throw these devices into the water Teach individuals to retrieve these devices if they are in the water Emphasize water depths deep shallow Create an awareness of life guards why? whistle drills stop, look, listen in and out of water Individuals must be taught proper rinsing and cleansing before entering the pool area - this is usual public policy.	School pool - Y.M.C.A. - Y.W.C.A. pools - community pools Life preservers, ring bouys, intertubes, rope Bathing suits Qualified life guard Text: Life Saving and Water Safety American Red Cross, New York Doubleday & Company, Inc. 1964
To develop socialization and the feeling of belonging to a group.	Water games - individual and team Follow the leader Jumping and diving	Qualified life guard - swimming pool Rubber mats, surf boards, intertubes, life preservers, inflated rubber ball

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
	Tag Floating games using rubberized mats as rafts to float on innertube miniature surf boards	
	Boating Teaching the individual how to enter and leave a small craft Teach the technique of rowing or paddling Instruct individual as to how he is to sit Allow the students to paddle or row - possibly set up races with the crafts	Canoe, rowboat, oars, paddle
	Swimming Free swim - students swim as they wish Structured swim have students attempt the basic crawl make use of kick boards develop legs, then arms	Text: Swimming and Diving American Red Cross, New Yo Doubleday & Company, Inc. 1964
	Fishing Handline fishing Rod Fishing baiting a hook care of a rod and reel casting reeling in an object to simulate a fish	String, hooks, fishing rods, reels

Dual Sports

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To develop lifelong leisuretime pursuits To develop skills necessary for the individuals capacitites and to his social situation.	Bowling Quoits Horseshoes Miniature golf Badminton Tetherball Croquet Handball Marbles	Plastic bowling pins and balls Community bowling lanes Rubber quoits and horseshoes Golf putters and plastic whiffle balls Community miniature golf course Badminton nets, rackets, birdies Tetherball post and ball Croquet set Rubber balls Marbles Outside recreation area free of possible hazards brick, stone, cement, or wooden wall for handball

Individual Sports

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To develop a carry-over value with lifetime pursuits	Bicycling Kite flying Ice skating Walking Hiking Punching ball activities Weight training Sledding Dart throwing (rubber)	Bicycles Kites Ice skates - frozen outdoor or indoor skating area in the community Woods, sidewalks, paths (safe and passable) Punching ball Weights, bell bars Sleds - wintertime activity - safe, cleared area Rubberized or plastic dart sets

Outdoor Recreation and Education

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To develop the students to discover and use the natural environment	Animal lore Aquarium activities Bicycle caravans Campfire activities Camping Cookouts and picnics Explorations Fire building Flower arranging Gardening Hayrides Mountain climbing	Natural environment animals, reptiles, insects trees plants hills and mountains caves (commercialized) Aquariums Bicycles Logs-wood Tents Campgrounds Text: Introduction to Community Recreations George D. Butler, New York McGraw-Hill Book Co., Inc. 1959 Picnic tables Fireplaces or grills Flower seeds Flowers Gardens Florist shops Hay wagons Community farms

Excursions

SPECIFIC OBJECTIVES	EXPERIENCES AND ACTIVITIES	RESOURCES
To orientate the individual to community activities To bridge the gap between the retarded and communities	Carnivals Circuses Fairs Variety shows Shopping trips Farm tours Firehouse tours Sightseeing tours Boat rides Parade spectator Sporting events Movies - commercial Dances	Community events carnivals circuses fairs variety shows Newspapers, radio, television, posters Neighborhood shopping centers Farms Community firehouses School bus Boats -- commercialized water front Parades Labor Day Halloween Thanksgiving Christmas Memorial Day any other special celebration Sporting events -- all types high school college professional Local movie theaters Dances campus community Special guides Tour books

Games (Quiet)

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To develop social adjustment To stimulate better interpersonal relationships	Puzzles (all types) Bingo Checkers Old Maids Simplified card games Shuffleboard Dominos Bean Bag Throw	Puzzles - more than 5 pieces Games Bingo Checkers Old Maids Cards Checkers Shuffleboard clearly marked area on smooth surface free from obstacles Dominos Bean bags - boards Well lighted room with tables and chairs

Special Events

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To add interest to the program, motivate and stimulate the participants, and provide activities that the retarded look forward to with great anticipation.	Birthday parties Dinners - honoring graduates, etc. Holiday and seasonal programs Christmas assemblies - singing, parties Valentine party - dance Easter - dancing Pet Shows dogs cats fish birds others Variety Shows dancing singing comedy pantomine	School cafeteria or dining room Community restaurants Auditorium or gymnasium Outdoor playground

Organized Groups

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To integrate individual retardates into a regular chapter, group or club.	Boy Scouts meetings hikes camping community activities Church groups 4-H Clubs Girl Scouts Salvation Army collections repairing Sunday School groups Y.M.C.A. Y.W.C.A.	Scouts school community Community church 4-H animal husbandry farm barn Girl Scouts Community Salvation Army Headquarters Community Y.M.C.A. - Y.W.C.A. pool weight room gymnasiums

Clubs

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To encourage creativity	Crafts painting drawing wood mosaics flower arranging egg shell art model building	Paints (water, oil, tempera), brushes, paper, canvas, wood, flowers, egg shells, models of all types (kits), cutting tools
To collect things	Collectors electric trains pictures stamps rocks leaves	Hobby shops, stamp stores, natural environment, magazines, newspapers
To encourage performance	Athletics - group or team sports Dramatics Music - singing, instrumental	Athletic fields, gymnasium, auditorium, song books, instruments of all types

Community Services

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To develop greater self-respect and feelings of worth and build a more positive self-image	Animal care feeding cleaning City beautification gardening painting sweeping up Clean-up crews Preparing for social events Distributing announcements Adult trainables assist in escorting children help those with greater impairments	Local community veternarian hospitals farms Street Department School Placement Services Employment Bureau

AESTHETIC APPRECIATION

General Objective: Improve the individual's adjustment to himself and his environment, and provide self-satisfaction.

Arts and Crafts

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
Appreciation of color and form	Coloring - drawing - painting	Drawing materials colored chalk charcoal crayons Paper newsprint 18" x 24" manilla paper construction paper - assorted colors large wrapping paper newspapers paper bags
To develop muscle coordination	Simple woodwork	Work bench with vises Storage cabinet Tools hammers crosscut saw coping saw screwdriver tri-square plane clamps rulers pliers hand drill with bits soft wood

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
Emotional release and expression	Pasting and Finger-painting	Miscellaneous art accessories scissors paste shellac paint punch pipe cleaners clothespins
To familiarize individuals in the use of simple tools and materials so that they may have a more satisfying life.	Making simple craft objects	Water drawing equipment sponges small buckets magazines oilcloth storage space in cabinet Work benches with vises Storage cabinet Tools hammers crosscut saw coping saw screwdriver tri-square plane clamps rulers pliers hand drill with bits

Practical Arts and Crafts

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
To make a happier world for each child, as well as to bring out any latent abilities	Cooking	Pots Pans Dishes Silverware
	Sewing	Needles Thread Buttons Cloth Thimbles
	Cleaning	Soap Detergents Brushes Buckets
	Gardening	Shovels Spades Hose Hoes Rakes Seeds Small plants
	Setting the table	Dishes Silverware Tablecloths Napkins

Music

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
Improves mental health, socialization, language development, and greater motor and muscular development	Caroling Choirs Singing games Folk music Rhythm bands Homemade instruments	Listening to radio records concerts television bands bugle corps Auto harp Drums Guitar Ukulele
Helps release energy and serves as a form of expression	Folk dancing Marching Square dancing Social dancing	Record player and records Piano Radio Television Song books Sheet music

MOTOR SKILLS

Yes = Can Do
No = Can Not Do
N/A = Not Applicable

Child's Name	Strides Like An Adult			Races Fluidly - Gracefully			Walks Or Runs Up And Down Stairs			Breaks Into Skipping Motions			Marches Gracefully			Enters Into Group Social Dancing			Throws A Ball At Different Rates Of Speed			Catches A Ball Most Of The Time From A Running Position		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

MOTOR SKILLS

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Uses Pencils And Finger Movements And Good Speed			Produces Legible Figures And Letters			Uses Learned Skills In Useful Ways			Uses All Eating Utensils Skillfully															
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	

SAFETY AND SELF-CARE

Yes = Can Do
No = Can Not Do
N/A = Not Applicable

Child's Name	Is Able To Care For Own Teeth			Is Able To Care For Own Hair			Is Able To Bath			(Boys Only) Is Able To Shave			(Girls Only) Is Able To Apply Make-Up			Is Able To Care for Nails			Is Able To Care For Feminine Hygiene (girls only)					
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

SOCIAL SKILLS

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Says Thank You			Accepts Invitations			Accepts Criticism			Respects Adults			Respects Peers			Shows Good Sportmanship			Does Not Repeat Home Gossip					
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

LANGUAGE AND COMMUNICATION

Yes = Can Do **No = Can Not Do** **N/A = Not Applicable**	Responds To Own Name When Called			Identifies Others When He Hears Their Names Spoken			Identifies Named Objects			Identifies Animals When Named			Identifies Places When Named			Identifies External Body Parts When Named			Identifies Sounds In His Environment			Uses Auditory Stimuli For Safety Cues		
Child's Name	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

LANGUAGE AND COMMUNICATION

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Identifies Colors When Named			Identifies Shapes When Named			Listens for Information			Listens and Responds to Verbal Instructions			Listens To And Follows Directions			Listens To And Follows Directions For Safety			Listens To Stories			Listens To And Participation In School Programs		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

FUNCTIONAL ARITHMETIC

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Able To Distinguish Hands Of Clock As Long And Short			Able To Tell Time To Begin A Specific Activity			Able To Tell Time By Hours In Sequence			Able To Recognize Time To The Half Hour			Able To Recognize Time To The Quarter Hour			Able To Set The Alarm Clock			Knows The Days Of The Week			Able To Find Dates On A Calendar		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

FUNCTIONAL ARITHMETIC

Yes = Can Do
No = Can Not Do
N/A = Not Applicable

Child's Name	Able To Punch A Time Clock			Knows Name And Can Give Characteristics Of Seasons																				
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

VOCATIONAL SKILLS

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Scrape And Rinse Plates			Stack Dishes for Washing			Prepares Dishwater			Prepares Rinse Set-Up			Washes Dishes			Rinses Dishes			Dries Dishes			Puts Dishes Away		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

VOCATIONAI SKILLS

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Washes Pots And Pans			Puts Pots And Pans Away			Cleans Table			Wipes Stove			Empties Garbage			Cleans Blender			Cleans Mixer			Cleans Toaster		
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

RECREATIONAL ACTIVITIES

Yes = Can Do No = Can Not Do N/A = Not Applicable	Aquatics			Dual Sports			Individual Sports			Outdoor Recreation And Education			Excursions			Games (Quiet)			Special Events			Organized Games		
Child's Name	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

RECREATIONAL ACTIVITIES

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Clubs Y N NA	Community Services Y N NA	 Y N NA	 Y N NA	 Y N NA	 Y N NA	 Y N NA	 Y N NA

AESTHETIC APPRECIATION

Yes = Can Do
No = Can Not Do
N/A = Not Applicable

Child's Name	Is Able To Use Various Color Schemes			Is Able To Apply Otner Ideas																				
	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA	Y	N	NA

AESTHETIC APPRECIATION

Yes = Can Do No = Can Not Do N/A = Not Applicable Child's Name	Is Able To Use Scissors Y N NA	Is Able To Use Paste Properly Y N NA	Is Able To Pick Color Of Construction Paper Y N NA	Is Able To Use Brush Y N NA	Is Able To Trace Y N NA	Is Able To Pick Proper Size Of Objects Y N NA	Is Able To Count Amount Of Paper To Use Y N NA	Is Able To Use Patterns Y N NA

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Appendix

APPENDIX

The lesson plans and units* included in this Appendix represent the work of trainees who were enrolled in the Institutes in the three summer sessions of 1969, 1970, and 1971. Some of these materials have been designed by individuals; others are the results of group effort. Each suggested activity or plan has been used successfully with trainable children. This selection of materials should not be considered to be exhaustive but viewed rather as a springboard to new, practical, and realistic approaches to learning.

*In many of these samples, the letters P (Primary), I (Intermediate), and A (Advanced) are used to denote the functioning levels of the children for which the various activities are suggested.

OBJECTIVE: RECOGNITION OF SAFETY WORDS AND SIGNS

Area	Activities	Materials	Source - Aide
Daily News	Group as a whole as safety words are put on board. Color words are included also.	Stop, Go, Danger, Red, Yellow, Green School	
	P. Trace over circles made with dotted lines.	Large manila paper with circles drawn on it.	Aide will have done these ahead of time.
	I. Print words from board on practice paper.	Practice paper and pencils.	She will also work with P. group at this time.
	A. Paint more advanced list of words.. Stop, Go, Danger, Poison, Railroad Crossing, Keep Out, Fire Lane	Practice paper and pencils.	
Language Arts	P. Flannel Board work on colors red, yellow, green. Recognition of these.	Large circles of flannel. Red, yellow, green	These will be made by aide. She will help this group and reinforce previous teaching.
	I. Listening Game	Crayons, Small size	Listening Games, Page 5 Acadis Press Inc. S. Main St. Scranton, Pa., 1962
	A. Ditto sheet adapted from listening Games. Children color signs as instructed using color words printed on page.	Crayons	This made up by teacher and run off on ditto.
Arithmetic	P. Sort all red beads into 1 box, all green beads into another.	Beads, Red and Green	Aid will help this group.

Area	Activities	Materials	Source - Aide
	I. Seat work - ditto sheet with lessons on How Many. 1o boxes with stop signs, school signs etc. Children count and put proper number in box in corner. Color when finished.	Pencil & crayons	Teacher will keep eye on this group. Aide also if necessary.
	A. Seat work, ditto sheet with various signs and the children must add them.	Pencil - crayons	This ditto was teacher made.
Story	Read this story to the group as a whole.		"Willie the Safety Rabbitt" by W. C. Yeager Beacon Press, 1959
Film	This shown to group as a whole also.		"Safety to and From School" 10 minutes. McGraw-Hill Films 330 W. 42nd St. New York, 1969
Physical Activity	A game for the whole group played in the gym. Older children have young ones as a partner and go thru an obstacle course of safety signs.	Safety signs, to be set up without children seeing them before hand.	Set of safety signs by Playskool. Will be set up by teacher while aide is taking children for drink. Aide will then assist as children march thru course.

Area	Activities	Materials	Source - Aide
Art	A large bulletin board will be put together as a learning project by the whole group.		
	P. This group will use large crayons and color the background for the top of the bulletin board. This space for other signs which will be introduced in another lesson in the unit.	Large piece of mural paper cut to fit the space, large yellow crayons.	This group at table in back of room with aide helping them.
	I. This group will tear green, yellow and red construction paper into small pieces (quarter size) to be pasted on large traffic light. They will put pieces into boxes for group A. to pick up.	Pieces of red, green and yellow paper, out of the scrap box.	This group will work at their desks with aide looking in on them and teacher too.
	A. This group will take the torn pieces of paper and paste them onto the large traffic light on bulletin board. Mural fashion.	Library paste.	Teacher will help this group and circulate among all groups.

Area	Activities	Materials	Source - Aide
Poem	Can be learned by all children in group.	"I look to the left, I look to the right, and I don't cross the street Till I see a green light."	The First Grade Log Denison and Company Brings Press 1967

AREA OF CURRICULUM -- SOCIALIZATION

Skill	Activities	Teacher	Pupils P.	Pupils I.	Pupils A.	Aide	Materials
To be aware of what each community helper does	1. Show the children posters of community helpers. Do a pantomine of the story "David and the Telephone Man." Let the children do the story also, holding the poster of the helper they are imitating.	1. Teacher pantomines story first, then guides the children.	Activity 1 (Whole	1 Group	1 Activity)	1. Give the children the posters; help teacher guide them in their imitations.	1. Hayes Publishing Co. Community Helper Posters "David and the Telephone Man" (source unknown). In the story, David is trying to find the telephone man. In his search he meets all the other community helpers who show him what they do.
			Activity 2 (Independent	3 Groups)	4		
			Activity 5 (Whole	5 Group	5 Activity)		
	2. Color basic ditto of community helpers.	2. (Working with Intermediate Group)				2. Give children dittos and crayons. Guide them in coloring while talking about the different helpers' duties and appearances.	2. Ditto of Community Helpers Crayons
	3. Give children human forms drawn on a ditto and let them draw on specific items peculiar to each community helper.	3. Give children dittos and crayons. Prompt them in finding what each helper has in way of uniform, equipment, etc. EX: What does the milkman carry?				3. (Working with Primary Group)	3. Ditto of Human Forms Crayons

Skill	Activities	Teacher	Pupils	Aide	Materials
	4. Assign each child in this group one community helper. Let them go thru magazines and cut out pictures related to their community helper.	4. Give out the paper, scissors, paste, and magazines. Although teacher is working with Intermediate Group, Activity #3, she watches over Advanced Group, giving help and suggestions.		4. Although working with Primary Group, Activity #2, she looks over Advanced Group also.	4. Scissors, paper, paste, magazines.
*Activities	2, 3, and 4 need not be finished but can be continued during crafts			or another day	
	5. Let the children sing a few songs about the community helpers.	5. Sing and beat rhythm on drum.		5. Encourage the children to sing.	5. Songs: The American Singer Book 1: "The Traffic Man" (p.19), "The Postman" (p. 23). The First Grade Book (Ginn): "The Milkman's Horse" (p. 76), "The Barber" (p. 76), "The Fireman" (p. 78) Growing With Music (Prentice-Hall), "The Little Shoemaker" (p. 96)

TO CHARACTERIZE A HEALTHY MIND — OLDER T.M.R.

Skill	Activity	Teacher	Primary	Intermediate	Advanced	Aide	Materials
Develop an awareness of feelings	Recognition of feelings in oneself	Class pictures of children	Find their picture, tell the mood, put their name under picture	Find their class picture and tell the mood. Also find their friends' pictures, putting names under each	Talk of, act out, and record such moods	Help children cut pictures out Help work the tape recorder	Tape recorder Magazines Crayons Drawing paper Scissors Paste Picture cards
	Recognition of feelings in other people	Cards with pictures of people displaying blame, responsibility, blame, worry, making a choice, sad, happy	Matching pictures and moods: look thru magazines and find two or three pictures of people portraying such moods	Talk about and draw pictures of people in such moods	Talk of, act out, and record such moods		
	Recognition of how we act when others are in these moods	Prepare a tape of different moods -- children must recognize by hearing	Listen to tape -- what mood is this person in? Find two or three pictures in the magazine which may be this person	Listen to tape and tell why this person could be in such a mood Game: teacher gives clue (such as "happy"); children act it out	Listen to tape and act out how they would react to a person in this mood: tape it and play it back		

WHAT HAPPENS TO TREES AND LEAVES IN FALL?

Objective	Activities	Teacher	Pupils	Aide	Evaluate
1. Understand concept of weather change 2. Trees and leaves also change 3. How the change affects us 4. Individualize instruction to suit child's level through art, music, and storytime	1. Intro. poem and Bulletin Board	"Leaf Blankets" (p. 15) Poems Children Enjoy Bulletin Board: large tree with detachable leaves for child to make "fall"	large group participation	keep attention	
	2. A brief story about children outdoors while leaves fall	Golden Book of Nature (pp. 16-20)			
	3. Samples of leaves	Kinesthetic approach: allow each child to hold leaf, feel shape, texture, see color	each child encouraged to describe leaf to full extent of his vocabulary	supervise individual child as they examine leaves	
	4. Outdoors Discussion: weather, trees, colors, sky, smell, sounds	Continue above: each child may select leaves branches for "tree"	each child selects number which falls within his number concepts	help with sweater; maintain contact with children; see each collects leaves, perhaps in bags with names on them	

Objective	Activities	Teacher	Pupils	Aide	Evaluate
	5. Return indoors for small group activities Story: "A Tree for Miss Jenny Miller" (Lilian Moore)	Pins leaves Record: Childhood Rhythms Band 5 "Falling Leaves" May read story until older groups have completed art work	Primary: (M.A. 4+) Pin leaves to clothes, move to rhythmic accompaniment to be falling leaves -- one child selected to be tree "holds branches" which goes to sleep		
		They are free to join story when done	Intermediate: (M.A. 5+) Paste leaves to colored paper to make design	Supervise pasting	
		Conclude with older children displaying leaves	Advanced: (M.A. 6+) Paste leaves to white paper, spray with paint to make leaf silouettes	Supervise pasting and painting	

COMMUNICATION--LISTENING
RESPONDING TO AUDITORY STIMULI

Skill	Activity	Teacher	Pupils			Aide	Audio-Visual Materials
			P.	I.	A.		
To follow directions To increase concentration To motorically respond as instructed To improve coordination To learn discrimination through listening To learn the names and control of body parts	I. Running and walking to music	I. (a) shows pictures of running and walking (b) plays record (c) claps (d) demonstrates steps	The Primary Level Performs Activity at Level I	The Intermediate Group Can Perform at Both Levels I and II	The Advanced Group Performs Activities I, II, and III	I. Assists the teacher with large group - observing each child	1. Record Player (property of St. Anthony's School) 2. Tape recorder and earphones (Wollensac -- St. Anthony's School) 3. Instructo Verb Cards (Run and Walk Cards) depicting in simple picture the words 4. Capitol Record by Ray Anthony, "Hokey Pokey" 5. "Honor your Partner" Record by Educational Activities, Inc 6. Teacher-made tape with instructions for number game 7. Number Game: (a) cardboards with numerals 1 to 10 (b) each has given number of symbols under numeral EX: 4 • • • • (c) counters to be placed on top of symbols (according to instruction) can be blocks, car, poker chips, etc.
	II. Dance -- Hokey Pokey	II. (a) orally names each part of the body (b) distinguishes right and left using red string on right hand				II. Ties red string on right wrist and ankle of each child - observes each child and corrects if needed	
	III. Responding to directions for a simple number game as given on a tape recorder (earphones)	III. (a) demonstrates use of earphones, cardboard base for placement of counters, and other specific rules for use of tape recorder				III. First observes general instruction -- next, is responsible for small groups using tape	

GENERAL OBJECTIVE: TO FURTHER DEVELOP AWARENESS OF TIME

PUPIL	SKILL	ACTIVITY
EVERYONE	sing song about time move body with rhythm clap hands certain no. of times	10:05--10:15 Coocoo Clock Song: Chose a specific time. One child sets clock at that time. Sing "la, la, la" along with melody and swing arms back and forth as a pendulum. Clap hands, click fingers, and coocoo as many times as hours. Variation: Stand and sit while coocooing 10:15--10:20 Division and placement into three groups
Primary	communicate learn nursery rhyme	10:20--10:35 Hickory Dickory Dock - One child sets clock (1-5) and others identify time set. All say poem together. One child runs mouse up clock while others clap time.
Intermediate	recognize time by hour set time by hour	T. V. Time: Describe show; show pictures of actors on that show. (Must start on hour) Let children guess name of favorite program. Tell that time. Set that time on mini-clock. Check. Distribute materials and directions for art activity.
Senior	work independently draw clock hands in position	Student draws in time on partially completed clocks. Instructed to hour, half, or quarter, depending on ability (Worksheet)
Primary	color a picture work independently	10:35--10:50 Hickory Dickory Dock Picture--pass out picture and discuss. Pass out crayons. Enjoy coloring it.
Intermediate	cut, paste, arrange work independently make a clock	Clock: Cut out numbers 1-12 from an old calendar. Paste numbers in proper order and position on an inverted plate. Cut out hands and fasten on.

PUPIL	SKILL	ACTIVITY
Senior	enjoy a game recognize time	Correct worksheets and collect while one child distributes materials. Telling Time Bingo. Card has 9 clocks with all different times drawn in. Child finds the time that is called and places a marker on it. Full row wins award. One child collects materials. Distribute materials and instructions for art work.
Primary	communicate identify major times	10:50--11:05 Major time areas: Show pictures of children in major time areas: lunch time, play time, work time, bed time. Identify each picture. Tell what it means and what one does at that time.
Intermediate	clean up independent self-care	Clean up area from art activity. Use room bathrooms independently in preparation for lunch.
Senior	cut, paste, arrange follow directions work independently make a clock	Make clock as did Intermediate group (above).

TEACHER	AIDE	MATERIALS
lead the song and motor activity set the mood by being happy and enjoying the song.	Play the piano.	piano, Basic Songs for Retarded Children, large wooden clock by Judy Company.
Pre-planned with aide. Given supplies and directions to aide.	Carries out rhyme. Helps youngsters with counting and activity.	large Judy Clock, rubber mouse
Gathered and mounted pictures ahead of time. Had set out pictures and mini-clocks in work area to be used ahead of that time.	Help to gather and mount pictures previously.	pictures of actors, Mini-Clocks by Judy Company.
Passed out worksheets and give instructions on how to complete before joining Int. group.	Made papers in morning before students arrived.	ink pad, rubber stamp-face of clock, Judy Company, paper
Prepared master previously. Instructed aide on how to use sheet.	Ran master off. Distributed materials. Watched group, but did not interfere unless needed.	Pictures, crayons, newspaper
Had materials gathered together and at work area before group arrived.	Watched group, but did not interfere unless needed.	newspaper, paper, old calendar, fastener, paper plates, scissors, paste
Designed and made Bingo cards ahead of time. Had checking pencil and game at their specified work area.	Helped make cards. Cut out chips from heavy construction paper.	Time Telling Cards made on heavy card-board, Chips, Checking pencil, Caller's markers.

TEACHER	AIDE	MATERIALS
Gathered and mounted pictures. Told Advanced group to look for specific pictures.	Helped gather and mount pictures	Pictures of: bed time, lunch time, play time, work time.
Previously had set up cleaning procedures and bathroom routine to follow.	Supervised group.	wastebasket, sink, bathroom
Had materials together and ready for use.	Supervised group. Stepped in only when necessary.	Newspaper, old calendars, paper plates, scissors, paste, paper, fastener.

General Objective: To have the children learn how to use the telephone correctly.

Specific Objectives: (according to level)

I. Primary level: Say hello and indicate that they will get their mothers to come to the phone.

II. Intermediate level: Know their own telephone numbers.

III. Advanced level: Know how to place an emergency phone call.

TEACHER	CHILDREN	TEACHER AIDE	MATERIALS
Read the story, Tommy and the Telephone	Children are sitting in the story circle, smaller ones on the floor and larger ones on the chairs.	She is sitting in the back, behind the circle (keeping an eye on the group)	The book; Tommy and the Telephone
Questions to ask after the story: 1. Do you have a phone at home? 2. Do you ever make phone calls? 3. What do you say when you answer the phone? 4. Do you know your own telephone number?	Children are still in the circle.	She remains with the group	Picture of a telephone
The teacher now asks various children to come up and use the phone *gestions on next Page	Children come up to the front when the teacher calls on them	She has gotten the materials together	Two toy telephones Large cards with the more advanced child's phone number on it.

* The questions will be different for each level. This activity can still be done with the entire group, with different questions being asked.

I. Primary level:

What would you say if I called you on the telephone? Take this telephone and I will call you on my telephone. When you hear it ring, you answer the phone.

(The teacher has a bell which she rings to imitate the ringing of the phone. With the primary level child, the teacher is only interested in the response, hello. Later, the child may learn to say hello and indicate that he will get his mother to come to the phone.)

II. Intermediate level:

Can you come to the front and dial your own telephone number? (If the child does not know his telephone number, but does know how to read numbers, let him read his phone number from a large printed card and then dial the number).

III. Advanced level:

Pretend you are calling the fire house to say that there is a fire in your garage. I will be the fireman, you call me.

(Teacher is checking to see if the child can give the nature of the problem, his name and his address).

These questions are only asked to a few children, not to each child. This gives the children an idea of what they are to do when they break up into groups. This also gives the teacher aide an idea of how to ask the question to the group she is assigned to help.

TEACHER	CHILDREN	TEACHER AIDE	MATERIALS
The teacher tells the children to go to their groups	The children divide into their groups according to their levels.	She will help to see that the children divide into the groups correctly.	Materials for each group are at their tables
The teacher will give the directions to the sec ond group, and also the primary group. When both groups begin to work, she goes between the two groups when help is needed.	Level I They are working on a color sheet of the telephone.		Color sheet of the telephone, crayons
	Level II They are practicing their telephone numbers,with either dittos for tracing or anograms.		Dittos for tracing child's phone number and anagrams of the phone numbers for each child
	Level III They are making tin-can telephones, with which they will practice their emergency calls	She is supervising the making of tin-can telephones.	Two tin cans for every child in the group, string, etc.
Teacher teaches the entire group the song: "The Telephone Song"	Children are back in the story circle.	She also sings with the group.	The song:"The Telephone Song"

TEACHER	CHILDREN	TEACHER AIDE	MATERIALS
The teacher gives directions for making a scrapbook. The class is to look in magazines for picture of and about telephone.	The children are at their desks looking through magazines.	The aide is helping the younger child to locate and cut the pictures.	A magazine for every child and a pair of scissors for every child.
The teacher may instruct the older students to help the younger ones.	Primary and some intermediates: They will cut the pictures from the magazines	She will help the younger ones again.	
	Some intermediates and the advanced: They may do some of the lettering for the scrapbook		Paper and pencils for the lettering.

FOOD UNIT

GENERAL OBJECTIVE: To develop good work habits for efficiency and safety in the kitchen

Specific Objective	Experiences and Activities	Resources
1. To learn how to wash their hands properly.	1. Practice washing hands using a nail brush.	Home Economics Room and Equipment Life Experience Starter Unit Iowa State Dept. University of Iowa
2. To dress properly for lab work.	1. Practice dressing properly for class.	Aprons Hairnets Paper hats
3. To learn how to clean up a kitchen.	1. Washing and drying dishes a. To scrape and rinse dishes b. To wash dishes c. To wipe dishes d. To put dishes in proper places e. To rinse out dish rag and dish cloth and hang up f. To learn to operate an electric dishwasher	Home Economics Room and Equipment (Plastic dishes) Plan a bulletin board showing Basic Four Balanced Breakfast Lunches Dinner
	2. Wiping counters and surfaces of appliances.	Home Economics Room and Equipment
	3. Emptying garbage pail and replacing bag.	
	4. Sweep the work area.	
	5. Spills (Floor) a. Mopping b. Sponging	

ECONOMIC USEFULNESS FOODS UNIT

GENERAL OBJECTIVE: To develop safe work habits

Specific Objective	Experiences and Activities	Resources
Learn to use kitchen equipment properly	1. Demonstrate use of pot holders to remove pots or pans from a stove. 2. Turn pot handles toward center of the stove. 3. Turning stoves off and on. 4. Assignment of individual work centers. 5. Pouring hot items. 6. Handling Spills. 7. Proper storage of equipment. 8. Closing cupboards and drawers.	Home Economics Room and Equipment Visit a bakery a supermarket a dairy farm Where Does Our Food Come From, 12 min. - color (Pgh. District Dairy Council) Menu Planning 10 min. - color (Pgh. District Dairy Council)

ECONOMIC USEFULNESS FOODS UNIT

GENERAL OBJECTIVE: To familiarize students with procedure and equipment used to set a table

Specific Objective	Experiences and Activities	Resources
To teach the proper placement of equipment for tablesetting	Set a table 1. Place tablecloth or placemats on the table 2. Place a centerpiece on the table 3. To place dishes on the table 4. To place silver on the table 5. To place glasses and cups and saucers on the table 6. To place napkin at each plate	Home Economics Room and Equipment Plastic plates, glasses and cups Paper placemats and napkins Filmstrips: 1. Table Manners - F 80.3 (25 fr. color) 2. Table Mode and Manners SF 80.2 (55 fr. color) Good Eating Habits 10 min. (color) (Pgh. District Dairy Council) Foundation Foods 10 min. (color) (Pgh. District Dairy Council)

RELATED FOODS ACTIVITIES

GENERAL OBJECTIVE: To familiarize students with various techniques which help to make cooking an enjoyable and worthwhile experience

Specific Objective	Experiences and Activities	Resources
To learn how to measure.	Liquids Solids	Home Economics Room and Equipment
To learn how to pour liquids accurately.	Practice pouring liquids into a cup glass bottle	Filmstrip: Measuring How Much F 83.76 (27 fr - color)
To learn how to clean fruits and vegetables.	Wash and scrub potatoes Wash apples Wash lettuce and celery	
To learn how to open and close containers.	Practice opening and closing various types of containers	
To learn how to turn water faucets off and on.	Practice filling tea kettle or sauce pan	Home Economics Room and Equipment
To learn how to boil water.	Boil water in a tea kettle or a sauce pan.	Food
To learn how to beat foods properly.	Use a fork Control a hand mixer Control and use of an electric mixer	
To learn how to refill salt, pepper and sugar containers.	Practice refilling salt and pepper shakers. Put sugar in a sugar dish.	
To learn when and how to use metal and rubber spatulas.	Demonstration and practice sessions	

RELATED FOODS ACTIVITIES

GENERAL OBJECTIVE: To familiarize students with various techniques which help to make cooking an enjoyable and worthwhile experience (continued)

Specific Objective	Experiences and Activities	Resources
To learn how to sift flour.	Sift flour using a sifter	Home Economics Room and Equipment
To learn how to use and care for simple electrical appliances.	Use an electric toaster Use a mixer (hand or table) Use a blender Use an electric fry pan	Food
To learn how to use household dispensers.	1. Use and replace paper towels 2. Wax paper 3. Aluminum Foil 4. Bathroom tissue	
To learn how to use scouring pads.	Scour pans and pots	

ECONOMIC USEFULNESS FOOD UNITS

GENERAL OBJECTIVE: To provide learning situations to give students an opportunity to utilize the material presented in previous lessons.

Specific Objective	Experiences and Activities	Resources
1. To gain basic cooking skills. 2. To prepare simple foods.	1. Prepare tea and buttered toast strips 2. Class prepare canned biscuits 3. Jello 4. Fruited jello 5. Hard-cook eggs 6. Scramble eggs 7. Sandwiches (a.) Peanut butter and jelly (b.) Bologna (c.) Tuna fish 8. Simple Salads (a.) Fruit (b.) Tomato slices on lettuce 9. Preparation of frozen vegetables (a.) Green Peas (b.) Broccoli 10. Baked Potatoes 11. Boiled Corn on the Cob 12. Hot dogs	Home Economics Room and Equipment Food Demonstrations Filmstrips How to Cook Eggs 73.22 Consumer Problems in Nutrition (48 fr. - color) F73.1 Foods For Health (41 fr. - b&w) F73.2 Code recipes showing electrical equipment which may be used for a recipe

ECONOMIC USEFULNESS FOOD UNITS

GENERAL OBJECTIVE: To provide learning situations to give students an opportunity to utilize the material presented in previous lessons. (continued)

Specific Objective	Experiences and Activities	Resources
	13. Shake and Bake Chicken 14. Pizzas 15. Taffy Apples 16. Heating and serving soups. 17. Baked Beans (a.) outdoor picnic (b.) plan parties for each holiday	

CARE OF THE HOME

GENERAL OBJECTIVE: To help students participate in simple household tasks usually shared by all family members.

Specific Objective	Experiences and Activities	Resources
To show cleaning is an activity which should be performed consistently.	1. Set-up a definite cleaning schedule 2. Create a bulletin board with the days of the week. Have pictures of the activities to be done each day in the proper columns.	Teen Guide To Homemaking Marion S. Barclay and Frances Champion Household Helpers by Procter & Gamble
To familiarize students with commercial products used for cleaning.	1. Demonstrate the use of cleaning products. 2. Formulate a code or distinguishing mark by which to identify cleaning products. 3. Organize a shelf with cleaning products	Transparencies from Procter & Gamble - Home Care Unit
To familiarize students with basic cleaning equipment, its care and storage.	1. Create an exhibit of cleaning supplies. 2. Show a filmstrip on the use and care of cleaning equipment. 3. Demonstrate the cleaning technique or use of each piece of equipment. 4. Have each child learn to grasp a broom handle correctly and actually practice sweeping. 5. Have children gain further practice and experience by holding the dust-pan while someone sweeps.	Let's Clean House Procter & Gamble

CARE OF THE HOME

GENERAL OBJECTIVE: This unit on home care is designed to show that keeping house requires management skills, knowledge of products and equipment, and the ability of the homemaker to use her talents effectively for a smooth running household.

Specific Objective	Experiences and Activities	Resources
To introduce students to the proper mopping procedure.	Demonstrate the use of a sponge mop. Have them practice dipping the mop into the water. Practice squeezing the lever to remove water. Demonstrate and practice how to push a mop. Demonstrate the correct way to move a bucket of water carefully. Have students practice filling buckets to a designated marking inside of the bucket.	
To teach students to remove and change bed linen properly.	1. Demonstrate removing bed linen. 2. Have students practice removing soiled linen. 3. Demonstrate use of a fitted sheet. 4. Have students take turns practicing until they can place a fitted sheet on the bed. 5. Demonstrate how to put a pillow case and how to remove it. Let each student have a turn until he can do it perfectly. Let students make a bed each day until the skill is perfected.	

CARE OF THE HOME

GENERAL OBJECTIVE: This unit on home care is designed to show that keeping house requires management skills, knowledge of products and equipment, and the ability of the homemaker to use her talents effectively for a smooth running household. (continued)

Specific Objective	Experiences and Activities	Resources
To teach students how to dust and polish furniture properly.	Have students practice wiping with a soft clean cloth. Next let students practice using the spray can of furniture polish. 1. Assign one student to dust the furniture in the classroom regularly.	
To teach the students how to arrange equipment in their storage areas properly to make cleaning quicker and easier.	1. Demonstrate the placement of groceries on cupboard shelves. 2. Demonstrate the proper placement of cleaning supplies and equipment. (a.) Let students take turns placing grocery on cupboard shelves. (b.) Let students take turns cleaning and arranging drawer space.	Home Economics Room Tray-like Drawer Dividers Turntable Storage Shelves
To teach students how to wash and dry dishes properly.	1. Demonstrate the dishwashing procedure. 2. Have students in groups of two practice washing and drying dishes.	

LAUNDERING

GENERAL OBJECTIVE: To teach students how to care for their clothing and washable items used in the home.

Specific Objective	Experiences and Activities	Resources
1. Instruct students how to sort clothing properly	1. Sort clothing into groups according to color.	Film: Focus on Family Wash
2. To teach students how to make simple repairs.	1. Practice threading a needle 2. Replace a button 3. Mend a small tear	Procter & Gamble: Lots About Laundering (booklet) Home Economics laundry room (laundry in the neighborhood)
3. To teach students how to use an automatic washer and dryer properly	1. Measure detergent in a given container 2. Observe and set the washer for the appropriate thing. 3. Take a field trip to a neighborhood laundry. Students should place laundry into the washer. Students should be instructed how to listen and know when a load is done. Students should use a bucket or a basket with a handle to remove laundry from washer. Students should be instructed how to place clothing in the dryer. Students should also be taught how to hang clothing on a line or clothes rack.	Teen Guide To Homemaking Barclay & Champion Create a bulletin board on laundry detergents Prepare a mobile showing various laundering products. Clothes Rack Clothespins Clothes Line

LAUNDERING

GENERAL OBJECTIVE: To teach students how to care for their clothing and washable items used in the home. (continued)

Specific Objective	Experiences and Activities	Resources
4. To teach children how to wash small items by hand. Students should be taught how to care for clothing once it has been washed and dryed.	Students should wash a small item in a basin. Students should fold dish cloths and dish towels. Students should practice putting ironing board up and down. Students should learn to handle an iron Students should practice using an ironer or a mangle to do most flat pieces. Students should be charged with the task of pressing their clothing. Students practice hanging up clothing.	

ECONOMIC USEFULNESS

GENERAL OBJECTIVES: Selection and Care of Clothing

Specific Objective	Experiences and Activities	Resources
1. To select clothing appropriate to the weather.	1. After viewing a picture of children playing in the snow, the children are asked, "Why do the children in the picture have on coats?" After a short discussion, the children will try on and feel heavy winter coats. They will then be given wool mittens to try on one hand. Each child will then be given two ice cubes to hold. One for the hand with no glove and the other to hold in the gloved hand. The children will then be able to tell that the hand with the warm woolen mitten is not cold while the bare hand is very cold from the ice. 2. The children will be shown the dolls from the Peabody Language Kit dressed in raincoats, hats, boots and umbrellas. They will be told that these children are wearing this type of clothing because it is raining outside. The children will then feel raincoats and boots and several will be given the opportunity to wear	Wool coats Heavy woolen mittens and gloves Ice Cubes

ECONOMIC USEFULNESS

GENERAL OBJECTIVES: Selection and Care of Clothing (continued)

Specific Objective	Experiences and Activities	Resources
	the rain outfits. These children in rain apparel will have water splashed on them and made to stand in plastic dish pans filled with water. When the rain clothes are taken off, the children will see that their clothes and shoes are dry.	Peabody Language Kit Level P Raincoats, boots, umbrellas Plastic dish pans
	3. The class will be shown a picture of children playing ball, swimming and other summer activities. They will discuss the fact that the children do not have on coats. They may talk about how the sun can burn the skin. If it is a warm day, the lesson may be moved outside into the sun so that the children may feel the warmth of the sun.	Pictures from magazines or coloring books
	4. The children may draw pictures of themselves playing in the snow, swimming, etc.	Paper, crayons, paint or chalk
2. To develop good dressing habits.	1. The children will practice putting on coats, sweaters, hats, gloves and mittens. Some of the arms in the sweaters and coats should be turned inside out.	Clothes of various sizes

ECONOMIC USEFULNESS

GENERAL OBJECTIVES: Selection and Care of Clothing (continued)

Specific Objective	Experiences and Activities	Resources
	2. Changing from street shoes to tennis shoes and practicing getting boots on over street shoes.	Shoehorn
	3. Using "All By Himself" and "All By Herself" and cloth covered boards the children will be able to develop their skills of buttoning, snapping, zipping and making bows. They may also use their own clothes or dress baby dolls.	All By Himself All By Herself Dressing Frames (E.T.A.) E.T.A. Best Vests
	4. To further develop bows, the children may work with ribbon, rope and string or shoe laces that have been nailed to boards.	
3. To develop habits of wearing clean clothing.	1. The children will listen to the record story (and follow along in their picture books) of a little boy who had no friends because he was always dirty. They may then discuss the story.	Dandy Dog Early Learning Series
	2. The children will stand in front of a mirror and examine himself for neatness and cleanliness.	

ECONOMIC USEFULNESS

GENERAL OBJECTIVES: Selection and Care of Clothing (continued)

Specific Objective	Experiences and Activities	Resources
	3. Teacher-made pictures will be shown. Each picture will have a child in it with something wrong - for instance, shoes untied, shirt out, dirty face, or dress unbuttoned or wrinkled. The children will look for the mistake.	Teacher-made pictures
	4. Every week the girls will hand wash their gym shorts and paint shirts; the boys will wash their paint shirts. After they are dry, the children will be given the opportunity to iron the clean clothing.	Dish Pan Soap Iron and Ironing Board
	5. A shoe polish kit will be made available for the children to use daily. Street shoes and tennis shoes may be polished.	Shoe polish Rags Shoe laces
4. To develop habits of hanging up clothing.	1. The children will be given hangers to use in their lockers.for their coats, paint shirts and gym shorts. Some children will need to practice putting coats on the hangers. They should all see that the sleeves are right side out. The boys and girls will both be given the opportunity to hang clothing on skirt hangers. The boys will be shown that they can hang their own pants with these type hangers.	Hangers